STUDENT PERSPECTIVES ON SEXUAL VIOLENCE INTERVENTIONS AND PREVENTIONS IN HIGHER EDUCATION

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ABSTRACT

Despite more focused attention on the issue of sexual violence at post-secondary institutions, cases continue to be a great concern on campuses. This research examined the interventions and preventions that had been implemented in institutions of higher education (IHEs) to prevent and respond to sexual violence for students and explored student perspectives regarding further enhancement of campus sexual safety for a more equal and welcoming learning environment to promote academic success and personal development. This qualitative single-case study focused on student perspectives at one Canadian Research University (CRU). Data were collected through document analysis, semi-structured interviews (n=8), and the researcher's notes and were analysed following Braun and Clarke's (2006) six-phased design of thematic analysis. The document analysis explored the policies and administrative information on sexual violence in IHEs that aimed to support students' campus sexual safety. The findings of semi-structured interviews demonstrated students' understanding of sexual violence and its prevalence and influences on campus as well as the students' experiences of accessing related educational programmes, services, and policies on campus. Additionally, the students provided suggestions for further improvement: 1) raise awareness on campus, 2) expand advertising strategies, 3) enhance options for programming, 4) identify relevant services explicitly, and 5) develop inclusiveness of programming. These findings largely align with viewpoints from the literature regarding the issue of sexual violence and suggestions to improve sexual safety in higher education and elaborated various students' perspectives on the issue. This research also provides scholars and administrators in IHEs with implications for improving and enhancing campus sexual safety for their students in the areas of practice, research, and theory.

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DEDICATION

To those who have been and are suffering from sexual violence:

"You are not alone, and we are all with you."

To those who did not allow sexual violence to deter them from life:

"You deserve all the happiness in the world."

To those who are determined to support students' equality and safety rights in higher education:

"Let's make a difference together."

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CHAPTER ONE: INTRODUCTION

Sexual violence incidents are too common in institutions of higher education (IHEs), a phenomenon to which female students are most exposed (see for example, Breitenbecher & Scarce, 1999; Cavanaugh, 2019; Holland et al., 2018). There are various harms to students who are victims of sexual violence, at physical, psychological, behavioural, and academic levels (Gidycz et al., 2008; Vladutiu et al., 2011). As a result, sexual violence influences institutions' reputation and accountability (Lee & Wong, 2019). Various actions have been implemented in IHEs to respond to and prevent sexual violence; however, the risk of campus sexual violence has not decreased but continues to be a serious concern for students on IHE campuses (Kerner et al., 2017; Worthen & Wallace, 2017). It is essential for administrators in IHEs to understand the reasons and students' perspectives behind such a phenomenon and develop more effective measures to enhance campus sexual safety and provide a safe and welcoming learning environment for students. The current study examined students' perspectives of the interventions and preventions focused on sexual violence that had been implemented in IHEs. Accordingly, implications for how administrators in IHEs could improve and enhance campus sexual safety for students were also explored.

Background to the Problem

Although the issue of sexual violence impacts students of all genders on IHE campuses, female students are the most vulnerable group (see for example, Breitenbecher & Scarce, 1999; Cavanaugh, 2019; Holland et al., 2018). The literature reflects this focus on the impact of sexual violence on female students. In the 1970s, feminist researchers and activists started addressing the prevalence of sexual violence to women, and building awareness of sexual violence prevention, with the intention of establishing a supportive social environment for women (Senn,

2011). Later in the 1980s, IHEs followed up by developing educational programmes on campus to improve students' knowledge of sexual violence when sexual violence became identified as a serious issue to female students in IHEs (Breitenbecher & Scarce, 1999; Senn, 2011). More recent research confirmed that sexual violence to female students remained a common concern in IHEs (see for example, Cavanaugh, 2019; Holland et al., 2018; Perkins & Warner, 2017), where first-year female students were at the highest risk during this time of transition into adulthood living on their own (Kimble et al., 2008; Senn et al., 2013).

There are many causes for sexual violence being a prevalent issue on IHE campuses. It is noteworthy that university students start being exposed to partying and drinking to a great extent even though they exhibit less mature self-control (Basile, 2015), which could result in higher risk of sexual violence as consequences of drug use and heavy drinking (Gidycz et al., 2008; Lee & Wong, 2019; Vladutiu et al., 2011). In this regard, female students are often the target for perpetrators to intentionally push drugs or alcohol which puts females at a higher risk of sexual violence incidents (Cavanaugh, 2019). The geographic boundaries of IHE campuses provides a convenient space for perpetrators to locate targets and female students then have a higher likelihood of encountering perpetrators on campus that could cause secondary victimisation (Lee & Wong, 2019; Kerner et al., 2017). Moreover, research confirms that both male and female students lack sex education, which usually leads to false concepts of sexuality and leaves a great gap for young students with regard to developing appropriate attitudes regarding their sexuality and negatively impacting their abilities to recognise and deal with sexual violence (Senn et al., 2011).

As a result of sexual violence, various negative consequences occur to victims, institutions, and society. Firstly, as a public health problem, sexual violence can damage victims'

physical health with the result of various chronic diseases and persistent health issues (Campbell et al., 2003). Students who are victims of sexual violence tend to suffer assorted mental health problems such as depression, anxiety, post-traumatic stress disorder, self-destructive behaviours, and suicidal risks (Gidycz et al., 2008; Lee & Wong, 2019; Vladutiu et al., 2011), which may result in behavioural problems and influence their academic performance (Gidycz et al., 2008; Stermac et al., 2018; Vladutiu et al., 2011). Secondly, IHEs' reputation can be greatly impaired when students' campus sexual safety cannot be ensured (Lee & Wong, 2019). Lastly, with more incidents of sexual violence existing, society will incur more social and financial costs in this regard (McInturff, 2013).

Over the years, although IHEs have engaged in certain actions to combat sexual violence on campus, the incidence did not decrease but continued to be a serious concern for students (Kerner et al., 2017; Worthen & Wallace, 2017). The American Association of University Women revealed that 62% of female students in IHEs had experienced sexual violence on campus (Marshall et al., 2014). In Canada, women faced 11 times higher risk of sexual violence than men based on the data shown from Statistics Canada in 2013. In spite of the significant and disturbing harms caused by sexual violence, many students in IHEs still hold mistaken opinions and overlook its severity (Senn, 2011). Therefore, it was crucial to carry out the current research to further address the awareness of sexual violence and establish a supportive community environment for students, especially for female students, on IHE campuses; moreover, the research explores suggestions for administrators in IHEs to build up better campus sexual safety for their students.

Purpose of the Study

The purpose of this research was to examine what interventions and preventions had been implemented in IHEs to prevent and respond to sexual violence for students, and to explore student perspectives regarding these sexual violence interventions and preventions in higher education. In doing so, administrators may be able to improve and enhance campus sexual safety for their students.

Research Questions

It is important to understand students' sense of campus sexual safety in IHEs because of the critical impact it can have on their academic achievement (Cavanaugh, 2019; Holland et al., 2018). The main research question that guided this research was: Based on student perspectives, how can IHEs improve upon campus sexual safety for their students?

Subsequent research questions were designed as follows in order to help answer the main research question:

- What policies and information currently exist to support students regarding better protection against sexual violence on IHE campuses?
- How do students understand and experience the existing policies, educational programmes, and support services in IHEs with regard to protecting them against sexual violence on campus?
- From student perspectives, what further is needed to be improved in IHEs to enhance campus sexual safety for their students?

Description of the Study

This research was a qualitative study employing a single-case study method of a Canadian Research University (CRU) and used multiple sources of evidence, including

document analysis, semi-structured interviews, and the researcher's notes. To further understand the context of this single case, some brief background information of this CRU was explained as follows. The CRU is one of the public research-intensive universities in Canada, providing over 200 academic programmes in a variety of colleges and schools (Canadian Research University, n.d.). The institution has over 160,000 alumni and over 25,000 students with both domestic and international students studying in various study levels (Canadian Research University, n.d.). Moreover, the institution actively engages in various endeavours to assist students against sexual violence on campus and supports the interdisciplinary focus of achieving a safe learning environment for their students (Canadian Research University, n.d.).

The questions to guide this research aimed to explore participants' voices and ensure they were heard in terms of enhancing further campus sexual safety for students in IHEs; because of this study's focus, a qualitative methodology was most suitable (Creswell, 2013). As sexual violence to students, especially to female students, in IHEs has been a contemporary prevalent issue since the 1980s (Breitenbecher & Scarce, 1999), case studies, specifically single-case studies, were an appropriate approach for the research to clarify critical elements and develop an in-depth understanding regarding the research's theoretical propositions and interests (Yin, 2014). The choice of a single-case study was well-suited for this research that critically examined students' perspectives of their campus sexual safety, and how IHEs could improve and enhance their sexual safety in this CRU. In doing so, targeted implications based on student perspectives for administrators in IHEs in general were developed.

The documents were researched thoroughly using the CRU's website to access various policies and administrative documents regarding interventions and preventions focused on sexual violence provided by the university; key terms and characteristics from the documents were

noted. The semi-structured interviews in the research were open for students of all genders from any study level who had been studying at the CRU over a year with, ideally, having participants with some experience in attending any form of educational programmes offered by the university focused on sexual violence prevention. The recruitment announcement (Appendix A) was posted in the CRU university school system two to three times a week from March 2021 to May 2021. During the same period, the backup plan of contacting the offices on campus that were in charge of designing and implementing sexual violence interventions and preventions was also applied asking for assistance in putting a recruitment poster on their virtual poster boards (or announcement boards) (Appendix B); however, there was no response. In the end, seven participants who self-identified as female and one participant who self-identified as non-binary were interviewed; no male identified participants reached out as a potential participant. The goal of this screening process was to select student participants who had over a year's experience studying at the CRU and preferably had some experiences in the educational programmes on sexual violence prevention offered by the university; therefore, more data of existing sexual violence interventions and preventions and students' perceptions of them could be collected. Six students in this group had participated in some educational programme(s) offered on campus and four of them self-identified as having had experienced sexual violence on campus. The researcher did not probe for details regarding the sexual violence experience per se but focused on participants' perspectives on sexual violence interventions and preventions on campus in alignment with the research purpose. The eight participants included domestic and international students in various programmes at the undergraduate, master's, and PhD levels in various disciplines; all participants had over a year's study experience at the CRU. Interviews were

conducted one-on-one via WebEx and recorded by a portable recording pen; then the recordings were transcribed.

After the document analysis and interview transcripts were completed, the researcher adopted Braun and Clarke's (2006) six-phased design of thematic analysis to analyse the data; this process requires the researcher to become familiar with the data, generate initial codes, develop potential themes, review candidate themes, define and name themes, and produce stories of the themes that address the purpose of the research and research questions. In the process of analysis, the researcher engaged NVivo as a tool to organise the interview data into sections and generate codes and themes based on different sections of data. Chapter Three explains more details of the methodology and research design of this research.

Significance

The current research is significant for two main reasons. Firstly, there was scant research focusing on sexual violence interventions and preventions for students in IHEs based on students' perspectives. This gap in the literature was especially evident regarding literature focused on Canadian IHEs. This research explored campus sexual safety in Canadian IHEs by focusing on student perspectives in this regard to fill this gap. Secondly, by exploring students' voices, this research could help administrators in IHEs better design and implement interventions and preventions focused on sexual violence on campus. In doing so, the administrators can build a safer and more welcoming learning environment for their students, based on student perspectives.

Assumptions

The current research was guided by the following assumptions:

- Campus sexual safety in IHEs has a significant influence on students' learning environment and can make a difference to students' academic achievement.
- The existing interventions and preventions focused on sexual violence on IHE campuses can offer some support to students and have some potential influence in protecting students from sexual violence victimisation.
- There may be more effective actions for addressing sexual violence prevention for administrators in IHEs to explore and develop in order to achieve the ultimate goal of building a campus free of sexual violence and ensuring students' campus sexual safety within a welcoming environment conducive to academic success.

Delimitations

Delimitations are essential scopes and boundaries of a study established by researchers to ensure the research objectives are feasible to achieve (Theofanidis & Fountouki, 2019). In this qualitative single-case study, data sources including document analysis, semi-structured interviews, and the researcher's notes were examined to explore how campus sexual safety could be enhanced for students in IHEs from student perspectives. The delimitations of this research were noted as follows:

- A single-case study is most fitting for the researcher to address the significance of the topic, and to gain in-depth understanding of participants' experiences with regard to the context of the case (Yin, 2014).
- All relevant resources for students related to sexual violence interventions and preventions on the CRU's website were documented and categorised, which were analysed along with data collected from the semi-structured interviews for data analysis. The documents were limited to publicly available information.

- Eight students were recruited for the interviews. The criteria for recruiting participants included the requirement to have been studying at the CRU for over a year. Most participants identified as having engaged in some form of educational programmes focused on sexual violence prevention offered by the university. Moreover, the participants involved domestic and international students from both undergraduate and graduate levels.
- The current research leaned on female student perspectives to explore further enhancement for sexual violence prevention in IHEs as they are exposed to sexual violence the most (see for example, Breitenbecher & Scarce, 1999; Cavanaugh, 2019; Holland et al., 2018). However, the researcher would like to acknowledge that sexual violence is not limited to any specific gender but a serious problem for people in various sexual groups and for people with different social identities (Worthen & Wallace, 2017). Focusing on perspectives of students within these groups is beyond the scope of this study.
- Data collection was conducted during the period of March to May in 2021.

Limitations

Limitations to a study can include several aspects from research design, methodology, time, funding, to many others, which are usually not controllable by the researcher; therefore, acknowledgement of potential influences for the research's results is necessary (Theofanidis & Fountouki, 2019). The limitations of the current research are listed as follows:

- In the interviews, in order to maximise the comfort of participants and gain elicit truthful responses, the researcher built up trust with interviewees before conducting the interview and remaining transparent with regard to the interview purpose, interview process,

interview questions, and interviewees' personal feelings. The researcher ensured to keep the conversations confidential and probed for deeper answers to critical questions during the process. Additionally, the researcher confirmed interviewees' rights not to answer questions that could make them uncomfortable during the process and offered multiple opportunities to participants to check and confirm the accuracy of their interview transcripts. However, the nature of this topic might influence the depth and breadth of the answers that students were willing to provide.

- Because of the nature of the topic, some students might have provided answers that they perceived as socially and morally correct rather than their instinctual opinions.
- Dworkin (2012) identified that five to 50 participants are recommended for in-depth interviews in a qualitative study; in this study, eight participants in total were interviewed. The size of the sample in this study was not intended for data generalisation but was suitable to obtain in-depth understandings and experiences from student perspectives regarding campus sexual safety in IHEs, with the intent of providing useful information for administrators' future practices and policies. In addition, the purposeful selection of student participants with some experience participating in any form of educational programmes focused on sexual violence prevention offered by the university ensured the opinions expressed by participants were based on solid experiences of the case. A limitation to recruitment of these students was that only virtual recruitment tool – the university online system – was applied due to the limitation of the COVID-19 situation, so male students fitting the participation criteria might not have been motivated enough.

Definitions of Terms

The definitions and indications of key terms used in this research are clarified in this section.

Institutions of higher education: vocational schools, colleges, and universities in the post-secondary level.

Intervention: "the act of interfering with the outcome or course especially of a condition or process (as to prevent harm or improve functioning)" (Merriam-Webster, n.d.). For the purpose of this study, interventions refer to policies and administrative documents that are launched in institutions of higher education to guide behaviours on campus to respond to, prevent, and improve campus sexual safety on campus.

Perpetrators: "someone who has committed a crime or a violent or harmful act" (Cambridge Dictionary, n.d.). For the purpose of this study, perpetrators are individuals who commit any form of sexual violence behaviour on others.

Prevention: "the act of stopping something from happening or of stopping someone from doing something" (Cambridge Dictionary, n.d.). For the purpose of this study, preventions refer to detailed actions and measures that are conducted in institutions of higher education to educate students regarding sexual violence and equipping students with skills in order to stop sexual violence from happening on campus.

Sexual violence: "Sexual violence is defined as: any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work" (World Health Organization,

2002, p. 149). For the purpose of this study, this term in the current research refers to the entire range from sexual contacts, sexual attempts, to completed sexual acts without consent.

Victim: "someone or something that has been hurt, damaged, or killed or has suffered, either because of the actions of someone or something else, or because of illness or chance" (Cambridge Dictionary, n.d.). For the purpose of this study, victims are individuals who suffer from any form of sexual violence experience.

Victim-blaming norm: a standard of recognition to blame victims' behaviour and responsibility for sexual violence incidents that happen to them and place responsibility for the incident on the victim (Magnussen & Shankar, 2019).

Researcher Positioning

As a female international student who is currently studying in Canada for a master's degree, I have experienced different learning environments at several post-secondary levels in both my home country (China) and Canada. I have been always aware of the global sexual violence issue, especially for women, and greatly understood the importance of raising awareness and developing prevention measures to protect women from sexual violence victimisation. However, traditionally in my country, sexual violence is a sensitive topic that people seldom address in public either in society or in educational institutions. Accordingly, IHEs in my country would prefer to avoid mentioning sexual violence in order to maintain a decent reputation. Therefore, addressing sexual violence prevention for students in IHEs, especially female students, is very complicated and limited in successfully achieving this goal.

With the internet and technology developing, the situation is starting to change to some extent in my country, where sexual violence scandals in IHEs are exposed on the internet more openly; similar to other literature on sexual violence, women are the major victims. However, the

mainstream culture is still conventional, which does not help alter the situation ultimately and does not protect students from sexual violence. I deeply understand it is a historical issue, and it would take a long time for my country to make a significant change in the traditional culture before fully raising awareness of the issue and making fundamental changes to protect students in IHEs from sexual violence.

Since I moved to Canada for my study in 2019, I have been paying attention to related news and engaging with measures about sexual violence prevention for women in society and higher education with the expectation to see differences from my home country. I found that the issue was better addressed, and more actions were invested in responding to sexual violence and educating the public in Canada. Later on, I started to realise campus sexual safety was still a serious issue influencing students' learning environment in IHEs because of a sexual violence incident that happened to me in the library on campus. Although it was a minor incident, it influenced my emotions, and my sense of security on campus on several levels. I stopped going to the study zones in the library; I never stepped into the location where the incident happened; I tried to avoid men that I did not know on campus; I felt unsafe walking on campus alone in quiet areas during the day and especially later in the day. By talking with my female friends from campus, I heard various stories of their similar experiences on campus. As a victim of sexual violence on campus, I attended all the procedures to report a sexual violence incident, went through the consultation process, and saw how the case was settled. In addition, I participated in several workshops provided by the university, and searched various types of documents and available resources on the university website. I felt the support on campus but recognised that few people were aware of the support and none of the resources were powerful enough to stop sexual violence on students on campus. From these experiences, I started wondering how

students, who had more severe sexual violence experiences, could get support from the university, recover from the harms of the incident, and carry on their academic life without further influences; also, how IHEs can stop sexual violence from happening in the first place. After initial research, I found out that sexual violence is a major public health problem which is preventable (Basile, 2015; Cavanaugh, 2019), and 62% of female students in IHEs have experienced sexual violence on campus (Marshall et al., 2014). Moreover, women who have had a previous sexual violence experience face two times higher risk of a second victimisation (Breitenbecher & Scarce, 1999). I saw the critical importance of the ultimate goal of building up a campus free of sexual violence in IHEs; therefore, I decided to devote my research to exploring how sexual violence can be prevented and responded to, and how administrators in IHEs can improve and enhance campus sexual safety for students based on student perspectives. I would like to explore the perspectives of both male and female students on existing sexual violence interventions and preventions on campus. However, based on my experience with attendance at various educational programmes on campus, all or almost all the participants were female which is a finding in itself. Moreover, the existing literature emphasised the higher incidence of sexual violence and the greater likelihood of physical and mental trauma perpetrated against female students (see for example, Breitenbecher & Scarce, 1999; Cavanaugh, 2019; Holland et al., 2018). Perhaps it is not surprising then that more female students were interested in this topic and were interviewed in this research. Therefore, the findings of this study ended up being based mostly on female students' perspectives.

Because of my previous experience as a student in different education systems and cultural backgrounds, and as an educator who is eager to contribute to a better learning environment, I am deeply invested in this research. However, this study aimed to ensure

objectivity and academic value. To achieve that goal, I stayed transparent and professional throughout the research process, and I kept reflecting on the data and information collected. Although I acknowledged my biases, I closely followed the data analysis procedures outlined by Braun and Clarke (2006) carefully to ensure transparency in the analysis. Additionally, I consulted with my supervisor and committee members to ensure my personal perspectives did not influence the reporting and interpretation of the data.

Organisation of the Thesis

This thesis was organised in five chapters. Chapter One introduced the background information to the topic, followed by the purpose of the study, research questions, and description of this project. This chapter continued with the framework of this study, which includes significance, assumptions, delimitations, limitations, definitions of key terms, and the researcher's positioning. The second chapter reviews the existing literature on the topic and related concepts in detail and offers a conceptual framework for this study. Chapter Three addresses the rationale for the methodology selected for this study and articulates detailed methods of data collection and data analysis, theoretical framework, ethical considerations, and research trustworthiness. The fourth chapter describes the findings through data analysis and presents the results of this study. Chapter Five summarises the conclusions from the data related to the purpose of the study and research questions and discusses how the findings connect to the current literature. This chapter ends with the researcher's interpretation of the results of the study, and provides implications for future practices, research, and theory.

CHAPTER TWO: LITERATURE REVIEW

The purpose of this study was to examine what interventions and preventions had been conducted in institutions of higher education (IHEs) to prevent and respond to sexual violence for students, and to explore student perspectives regarding these sexual violence interventions and preventions in order to help administrators improve and enhance campus sexual safety for their students. Because the majority of existing literature on the topic of this study focuses on female students, as they are exposed to sexual violence the most (see for example, Breitenbecher & Scarce, 1999; Cavanaugh, 2019; Holland et al., 2018), this chapter investigates pertinent literature regarding campus sexual safety for female students in the context of higher education to address the research purpose. Specifically, sexual violence reality for female students and types of sexual violence interventions and preventions implemented to protect female students against sexual violence on campus are examined. Moreover, details of the current state of sexual violence policies and related administrative documents, and educational prevention programmes in IHEs are investigated.

Terms Used in The Literature

Perkins and Warner (2017) argued that the definitions of terminology used to address sexual violence behaviour are diversified across different IHEs and are often ambiguous and interchangeable. Five different terms, including *sexual violence*, *sexual assault*, *sexual harassment*, *sexual misconduct*, and *rape*, were mainly used in the reviewed literature; these terms conveyed the scope of sexual violence. Table 2.1 highlights the explicit definitions and/or descriptions of these terms given in the reviewed literature.

Table 2.1

Terminology Used in The Literature

Term	Description/Quotation	Source
Sexual violence	The Centres for Disease Control and Prevention's definition for sexual violence was quoted by these authors: "a sexual act that is committed or attempted by another person without freely given consent of the victim or against someone who is unable to consent or refuse" (p. 438).	(Potter et al., 2016)
	"Sexual violence is defined as: any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work" (p. 149).	(World Health Organization, 2002)
Sexual assault	"'Sexual assault' refers to any form of sexually aggressive behavior, including, but not limited to, the crime of rape" (p. 24).	(Breitenbecher, 2000)
	"Sexual assault encompasses a range of nonconsensual sexual acts: unwanted sexual contact, sexual coercion, attempted and completed rape" (p. 256).	(Holland et al., 2018)
	The U.S. Department of Justice's definition of sexual assault was quoted as: "any type of sexual contact or behavior that occurs without the explicit consent of the recipient" which "includes rape, attempted rape, fondling, and other forcible sexual actions" (p. 41).	(Kerner et al., 2017)
	Sexual assault "includes behaviors ranging from unwanted contact to completed rape" (p. 438).	(Potter et al., 2016)
	Sexual assault was used to "refer to the broader category of attempted and completed forced, drugged, or threatened sexual activities" (p. 72).	(Senn et al., 2011)
	"Sexual assault is any type of unwanted sexual act done by one or more persons to another that violates the sexual integrity of the person who has been victimized and involves a range of behaviours from any unwanted touching to penetration" (Appendix A).	(Canadian Research University, 2015b)

Sexual harassment	"Sexual harassment consists of the sexualization of an instrumental relationship through the introduction or imposition of sexist or sexual remarks, requests or requirements, in the context of a formal power differential. Harassment can also occur where no such formal differential exists, if the behavior is unwanted by or offensive to the woman. Instances of harassment can be classified into the following general categories: gender harassment, seductive behavior, solicitation of sexual activity by promise of reward or threat of punishment, and sexual imposition or assault" (p. 38).	(Fitzgerald, 1990)
	"Sexual harassment includes behaviors such as comments about a person's body, sexual comments, sexual jokes, and continuing to ask a person out on a date after being told 'no'" (p. 237).	(Perkins & Warner, 2017)
	"Any comment or conduct of a sexual nature that is known or ought reasonably to be known to be unwelcome is considered sexual harassment" (Appendix A).	(Canadian Research University, 2015b)
Sexual misconduct	"A broad term that describes any misconduct of a sexual nature, physical or psychological, carried out through sexual means. This misconduct takes different forms including, but not limited to sexual assault, coercion, stalking, and sexual harassment" (Appendix A).	(Canadian Research University, 2015b)
Rape	Rape was used to "refer to forced, threatened, or drugged penetration (oral, anal, or vaginal)" (p. 72).	(Senn et al., 2011)

By reviewing these terms in existing literature, *sexual violence* and *sexual assault* were the two terms used the most to identify prevalent issues associated with campus sexual safety in IHEs and were interchanged often in various papers to address the same concept without further explanation (see for example, Holland et al., 2018; Lee & Wong, 2019; Potter et al., 2016). The researcher adopted the term of *sexual violence* in this study when referring to sexual offenses happening in IHEs for two reasons. First, despite *sexual violence* and *sexual assault* both encompassing a wide range of behaviours resulting in sexual offenses against people's free will

and consent, *sexual assault* tends to focus more on conducted or completed acts (see for example, Holland et al., 2018; Kerner et al., 2017; Senn et al., 2011), while *sexual violence* refers to not only what sexual assault includes, but also any form of attempts of sexual offenses (World Health Organization, 2002). Secondly, various universities have used and moved towards using *sexual violence* as the umbrella term in their prevention policies to encompass all forms of completed and attempted behaviours associated with campus sexual safety to students, which include *sexual assault*, *sexual harassment*, *sexual misconduct*, *rape*, *coercion*, *stalking*, and any other sexually aggressive behaviours (Canadian Research University, 2015b; Lee & Wong, 2019). Therefore, to use *sexual violence* in this study addresses a broader scope of sexual offenses that impair campus sexual safety for students in IHEs; also, this term is most suitable to adapting to the context and trends happening in IHEs at the moment.

Sexual Violence Reality for Female Students in Higher Education

Sexual violence as a severe issue influencing the campus sexual safety for female students in IHEs has had a long history since the 1980s (Breitenbecher & Scarce, 1999), and it remains a serious issue at present with various interventions and preventions conducted by the IHEs (see for example, Kerner et al., 2017; Marshall et al., 2014; Worthen & Wallace, 2017). This section displays the context of sexual violence in IHEs and the significance of addressing sexual violence perpetrated against female students in order to improve and enhance campus sexual safety in this regard. Also, this section specifies the high risk of sexual violence on IHE campuses to female students, the reasons for sexual violence happening on IHE campuses, various harms and consequences of sexual violence to persons involved, and the severe reality of sexual violence for female students in IHEs including incidents committed by acquaintances,

secondary victimisation, and impacts of problematic reporting procedures (see for example, Clay et al., 2019; Gidycz et al., 2008; Senn et al., 2013).

Context of Sexual Violence in Higher Education

Based on data from Statistics Canada (2013), women were at eleven times higher risk of sexual violence than men, and 27% of sexual violence incidents against women were committed by acquaintances while a further 45% of them happened in intimate relationships. Marshall et al. (2014) used the American Association of University Women's data to affirm that more than 62% of female students in IHEs had experienced sexual violence on campus, this finding reveals the urgency for IHE administrators to address and act on sexual violence for prevention. Currently, sexual violence has drawn more public attention with the rapid and prevalent development of information technology and social media (Clay et al., 2019). Cripps and Stermac (2018) also proved that cyber-sexual violence has become a significant impact on female students' wellbeing and learning environment in IHEs. Accordingly, IHEs have expanded actions to prevent sexual violence, but the incidence did not decrease over the years (Kerner et al., 2017; Worthen & Wallace, 2017). Research revealed that social movements relying on social media, such as the #MeToo movement, had increased the exposure of sexual violence incidents by aligning people with similar experiences together all over the world; this collective response helped raise awareness regarding sexual violence to women (Williamson et al., 2020). Rotenberg and Cotter's (2018) study confirmed that 25% more sexual violence incidents were reported in 2017 in Canada, in a period of three months after the #MeToo movement was started. Shariff and Eltis (2017) also argued that a social media campaign was a powerful tool for administrators in higher education to engage more young students on campus and the personnel running these social medias for sexual violence prevention. However, a media based social movement is just one step

to the revolution, and a social and fundamental change requires more time and efforts in order to build a world free of sexual violence (Williamson et al., 2020).

Many factors could contribute to sexual violence incidents in IHEs. The beginning of university is a period for students to move into adulthood intellectually, socially, and sexually; under this situation, first-year female students tend to have a higher risk to be the victims of sexual violence as they are usually the targets of perpetrators (Senn et al., 2013). Moreover, students begin to engage in more opportunities for partying and drinking in university, which exposes students to a higher risk of sexual violence, especially for female students (Basile, 2015). Various research confirmed that sexual violence could be a consequence of drug use and heavy drinking (Gidycz et al., 2008; Lee & Wong, 2019; Vladutiu et al., 2011). Accordingly, young female students who are exposed to heavy drinking or drug use will be at a higher risk of sexual violence incidents (Cavanaugh, 2019). Another reason for the increase of the likelihood of sexual violence to happen in IHEs is the geographic boundaries of IHE campuses. For students who take classes on campus regularly or live in residence, they face a higher risk of sexual violence from acquaintances when there is a higher chance to encounter the perpetrators on campus and a higher chance for secondary victimisation when the consistent reminders of what happened are seen regularly on campus (Kerner et al., 2017; Lee & Wong, 2019). In addition, the lack of sex education for both male and female students is a notable cause for sexual violence happening in IHEs, because this situation cultivates a false concept that sexuality is mainly constructed by men and women are not empowered or supported to act on their sexual rights (Senn et al., 2011). While parents are anticipated to be the first source of sex information for students, and schools are the provider of accurate sexual information, the reality has failed young people, where proper sex education is usually avoided by parents and less valued by schools

compared to academic knowledge (Senn et al., 2011). This leaves a huge gap for young students in IHEs with regard to guidance for developing appropriate attitudes regarding their sexuality and abilities to deal with sexual violence, furthermore, this context also contributes to the victim-blaming norm for sexual violence incidents (Basile, 2015; Marshall et al., 2014; Senn et al., 2011).

Significance of Addressing Sexual Violence in Higher Education

While reviewing various studies, it was notable that sexual violence had become a serious issue to female students in IHEs since the 1980s (Breitenbecher & Scarce, 1999), and more contemporary studies confirmed that it remains a common concern now in IHEs (see for example, Cavanaugh, 2019; Holland et al., 2018; Perkins & Warner, 2017). In the 1980s, 54% of female students in IHEs had experienced sexual violence (Koss et al., 1987), and the rate climbed up to 59% in the 1990s (Abbey et al., 1996). Cantor et al. (2015) further contended that female university students are more easily exposed to sexual violence, while studies argued that first-year female students were at most danger among them (Kimble et al., 2008; Senn et al., 2013). The main reason that first-year female students have a higher risk of sexual violence on campus is because the beginning of university is usually the period for students to adapt to the new social environment, transferring to an adult lifestyle and sexuality when they have less maturity and knowledge to cope with various dangerous situations (Senn et al., 2013; Senn et al., 2015). Sexual violence committed by acquaintances is another threat to female students' campus sexual safety, including sexual coercion in intimate relationships and sexual violence by perpetrators from within the residences (Kerner et al., 2017; Senn et al., 2015). In addition, the nature of sexual violence has been expanded from a real world to a virtual environment due to

the contemporary information technology, which greatly influences female students' academic and personal lives on different level (Cripps & Stermac, 2018).

Research also affirmed that sexual violence could cause different levels of vulnerability for sexual violence victims. For women who had previous exposure to sexual violence incidents, they tended to have a two times higher possibility for exposure to sexual violence again (Breitenbecher & Scarce, 1999); because the past experience of sexual violence weakened women's self-worth and self-esteem so that their reactions to sexual violence incidents tended to be less decisive (Senn et al., 2011). Furthermore, negative impacts arose with increased attention to sexual violence. For example, involving more people in the reporting and the decision-making procedures (such as a non-academic misconduct trial) could negatively impact victims' confidentiality (Moylan et al., 2020), and the repetitive reporting process could edge victims into potentially experiencing secondary victimisation. In practice, in spite of the prevalence of sexual violence, there were still difficulties and challenges for victims to report and manage the incidents afterwards. Victims were frequently bound by the inevitable disgraceful nature of sexual violence and were resistant or hesitant to reveal their experience, were concerned about retaliation, or were unclear about the procedure to report, which led to a lower self-reporting rate than the actual data (Clay et al., 2019; Kerner et al., 2017). Over the years, even though IHEs have expanded actions to cope with sexual violence, the incidence did not decrease but continued to be a serious concern on IHE campuses (Kerner et al., 2017; Worthen & Wallace, 2017).

Although most existing evidence is from American research, sexual violence is a universal issue. DeKeseredy and Kelly (1993) conducted the first national representative survey of IHEs in Canada, showing compelling evidence that identified the high risk of sexual violence to female students on Canadian campuses. The *Canadian National Survey* was conducted in

1992 among students in Canadian IHEs; the results indicated that 28% of female students in the sample population had experienced sexual violence while as a campus student prior to the survey, and 45% of female students in the sample had experienced sexual violence since high school graduation (DeKeseredy & Kelly, 1993). Similarly, Newton-Taylor et al. (1998) did research by examining six universities in Ontario and identified that 15% of the female students in the sample had experienced sexual violence a year prior to the research. A more recent study in Université du Québec à Montréal confirmed that 19% of female students in the sample had experienced sexual violence from their partners or from other male perpetrators (Lévesque et al., 2016).

Sexual violence is also a public health problem with resulting harm to women's physical health, including various chronic diseases and persistent health issues (Campbell et al., 2003). In addition, women who are victims of sexual violence tend to suffer assorted mental health problems such as depression, anxiety, post-traumatic stress disorder, self-destructive behaviours, and suicidal risk (Gidycz et al., 2008; Lee & Wong, 2019; Vladutiu et al., 2011). A destructive chain caused by sexual violence on campus could form: physical sufferings lead to psychological health issues; then behavioural problems because of sexual violence emerge including drug use, heavy drinking, poor academic performance, and dropping out of school (Gidycz et al., 2008; Stermac et al., 2020; Vladutiu et al., 2011). As a result, negative consequences could impact institutions' liability and reputation (Lee & Wong, 2019), and generate serious social and financial costs to society (McInturff, 2013).

Female students in IHEs deserve a safe and welcoming environment for studying and living. It is incumbent upon IHEs to address sexual violence on campus and improve and enhance campus sexual safety for female students.

Sexual Violence Interventions and Preventions for Female Students in Higher Education

Due to the prevalence of sexual violence on their campuses (Cavanaugh, 2019; Clay et al., 2019), IHEs have begun to recognise the severity and impact over time; therefore, a series of actions have been taken to guide preventions, educate students and provide sexual violence information, with intentions to form a supportive community culture, help victims, and prevent further sexual violence from happening. This section examines the existing literature in the context of IHEs on interventions that are designed to respond to sexual violence and preventions designed to raise sexual violence awareness and prevent it from happening on campus.

Interventions to Respond to Sexual Violence

In the Merriam-Webster online dictionary (n.d.), the word "intervention" is explained as "the act of interfering with the outcome or course especially of a condition or process (as to prevent harm or improve functioning)". In this study, interventions referred to actions that are launched in IHEs to guide behaviours on campus to respond to, prevent, and improve campus sexual safety on campus. For the purpose of this research, detailed interventions were identified as sexual violence policies and related administrative documents in this regard. This section reviews the necessity of engaging in sexual violence prevention policies and crafting related administrative documents in IHEs and displays the current state of such interventions. An examination of sexual violence policies and related administrative documents in Canadian IHEs is also discussed.

The Importance of Establishing Sexual Violence Policies and Related Administrative Documents

"Policies could influence and guide behaviour" (Chan, 2005, p.152). Policies are the essential framework and starting point to navigate actions in IHEs to deal with sexual violence,

which ideally can help develop a supportive environment, bring behavioural changes, spread the spirit of equity, and lead educational programmes; furthermore, outcomes should be monitored, and content should be adjusted in response to needs and changes from time to time (Iverson & Issadore, 2018; Shariff, 2017). In this regard, it is beneficial for IHEs to fulfil the obligation to respect students' diversity and create a safe and welcoming learning and living environment for students (Chan, 2005; Lee & Wong, 2019). More research supported this viewpoint and argued that sexual violence policies should guide IHEs in raising more awareness of sexual violence and preventing incidents from happening on campus (Clay et al., 2019; Iverson & Issadore, 2018). However, the incidence of sexual violence against female students remains at a high rate, which indicates that current sexual violence policies in IHEs are not effective for the goal of protecting female students on campus (Breitenbecher & Scarce, 1999; Iverson & Issadore, 2018).

After examining existing literature, the research showed that current sexual violence policies in IHEs tended to provide general content about sexual violence and did not enforce practical preventions to deter sexual violence from happening (Magnussen & Shankar, 2019; Vladutiu et al., 2011). In spite of the frequency of sexual violence committed by acquaintances or intimate partners for female students on IHEs campuses, this aspect was not addressed in most sexual violence policies (Magnussen & Shankar, 2019). Further research acknowledged that sexual violence was a gender issue as most sexual violence incidents were committed by male perpetrators; therefore, sexual violence policies in IHEs needed to emphasise women's power and equity in spite of patriarchal traditions (Magnussen & Shankar, 2019; Marshall et al., 2014; Senn et al., 2015). In practice, IHEs did not address this issue in their sexual violence policies, resulting in weakening women's power in this male-dominated society and having no impact on improving campus sexual safety (Magnussen & Shankar, 2019; Marshall et al., 2014).

At present, IHEs are under increased scrutiny whereby sexual violence is getting more attention from the public with the rapid development of social media and feminist and student activism; these platforms push for policy reform regarding sexual violence prevention (Clay et al., 2019; Cripps & Stermac, 2018; Moylan et al., 2020). If IHEs hope for sexual violence policies to be effective in practice, the reform should utilise related resources, and enforce follow-up educational prevention programmes (Magnussen & Shankar, 2019). Administrators in IHEs need to take the responsibility in acknowledging the significance of policies for guiding sexual violence practices, and to have a comprehensive understanding of policies before taking actions (Chan, 2005; Iverson & Issadore, 2018). Moreover, training regarding related policies among university community members is an essential step for the aim of effective sexual violence prevention (Rubineau & Jaswal, 2017).

Current State of Sexual Violence Policies and Related Administrative Documents

As mentioned in the previous section, current sexual violence policies and related administrative documents in IHEs tended not to be especially effective measures regarding sexual violence prevention and enhancing campus sexual safety for female students (Breitenbecher & Scarce, 1999; Iverson & Issadore, 2018). Research has found many problems in current policies focused on sexual violence in IHEs. First, current sexual violence policies do not address immediate help for victims by detailing supports; additionally, professional staff in helping centres rarely obtained adequate training on sexual violence traumatization (Magnussen & Shankar, 2019; Marshall et al., 2014; Senn, 2011; Senn et al., 2014). Secondly, information about how to assist victims with previous sexual violence history was not emphasised in current sexual violence policies (Breitenbecher & Scarce, 1999). Thirdly, although many sexual violence policies have touched on reporting procedures and confidentiality, detailed guidance was not

articulated, which could negatively impact victims' confidence in maintaining confidentiality, which could lower the reporting rate (Marshall et al., 2014; Senn, 2011; Senn et al., 2014). Fourthly, sexual violence policies in IHEs did not include practical guidance for sexual violence education delivery but merely focused on general sexual violence information (Vladutiu et al., 2011); moreover, evaluation of policy outcomes was not described (Potter et al., 2016), which indicated that such interventions were not evidence-based actions focused on building towards a campus free of sexual violence (Iverson & Issadore, 2018; Marshall et al., 2014). Furthermore, such policies were usually formulated as a response to sexual violence rather than prevention, which meant that the implementation of such policies was unlikely to achieve the prevention goal (Marshall et al., 2014; Rubineau & Jaswal, 2017). All these problems resulted in ineffective sexual violence policies currently even though there was an understanding of the need for policy reform to provide female students in IHEs a safer and more welcoming environment on campus (Kerner et al., 2017; Moylan et al., 2020).

Men's experiences as victims of sexual violence are almost absent from the literature and more research is required in this regard. However, Senn et al. (2015) argued that sexual violence to women was a gender issue because most crimes were committed by men. Accordingly, sexual violence policies needed to emphasise women's power and equity despite the traditional patriarchal approach (Magnussen & Shankar, 2019; Marshall et al., 2014) and "survivor concerns must be central components that drive the development or implementation of any sexual violence policy" (Shariff, 2017, p. 57). More research affirmed that a victim-blaming norm was commonly acknowledged in current sexual violence policies, and it formed an environment to blame women's choices and note their responsibilities rather than focus on prevention from the source (Magnussen & Shankar, 2019; Moylan et al., 2020). Further, the

victim-blaming norm neglects the accountability of perpetrators to cease sexual violence and the importance of bystanders' assistance (Basile, 2015; Clay et al., 2019; Magnussen & Shankar, 2019). The victim-blaming norm tends to result in insufficient procedures for reporting and unsatisfactory post-violence services, and it has left the public with an impression that sexual violence is overstated in IHEs and not worthy of significant attention (Moylan et al., 2020).

Therefore, it is crucial for IHEs to realise that interventions to respond to sexual violence on campus must be used to protect students from sexual violence risk rather than assist victims alone (Clay et al., 2019; Iverson & Issadore, 2018). Such an approach requires sexual violence policies to respect gender issue and empower women by adjusting the language or addressing some specific actions focused on perpetrators (Magnussen & Shankar, 2019; Marshall et al., 2014). Moreover, the scope of policies' targeted populations should be expanded to involve victims, perpetrators, bystanders, and the university community, in order to strengthen and build an equal environment and enlarge the scope of awareness and support (see for example, Clay et al., 2019; Marshall et al., 2014; Senn, 2011). As to the fact that sexual violence incidents are under-reported, a more transparent and comprehensive reporting process needs to be developed ensuring both confidentiality of victims and effectiveness of supports in different stages (Clay et al., 2019; Holland et al., 2018; Perkins & Warner, 2017). Views and responses to policies from victims and administrators in IHEs should be integrated into the policy designing process (Lee & Wong, 2019).

In order to achieve the aspirational goal of building up a campus free of sexual violence, assorted measures should be considered when implementing sexual violence policies and related administrative documents in IHEs, according to the literature. First, sexual violence policies should be student-centred, which means including all students' needs and responsibilities

including those of victims, perpetrators, bystanders, and the university community (Clay et al., 2019; Moylan et al., 2020; Shariff, 2017). Secondly, more details in the policy should be refined, such as clarifying the details of sexual violence behaviours, specifying the targeted population, laying out all assistance available on campus, demanding follow-up educational prevention programmes, and conducting evaluations of their effectiveness (Clay et al., 2019; Lee & Wong, 2019; Magnussen & Shankar, 2019; Perkins & Warner, 2017). Thirdly, solutions for the low-reporting situation should be developed. Related studies offered some suggestions in this regard: respecting victims' confidentiality and their hesitancy in reporting, making reporting procedures more transparent and reasonable, and providing a comprehensive system for incorporating modifications to the policies as needed (Clay et al., 2019; Lee & Wong, 2019; Perkins & Warner, 2017). Last but not least, delivery methods for promoting sexual violence policies should be well designed for reaching female students more effectively and broadly (Potter et al., 2016).

Current State of Sexual Violence Policies and Related Administrative Documents in Canada

In Canada, there are no federal regulations demanding implementation of policies focused on sexual violence prevention (Lee & Wong, 2019; Senn et al., 2014). In 2016, two provinces – Ontario and British Columbia – established provincial legislation to act on sexual violence, whereby all IHEs in the province are required to develop and implement a policy to respond to sexual violence on campus (Lee & Wong, 2019). Even though other provinces in Canada do not have related legislation and regulations, many universities have constructed their own sexual violence policies on campus, using the university website as the main and only channel potentially to reach students (Chan, 2005; Lee & Wong, 2019). Studies confirmed that such policies tended to be consulted by related personnel on campus when it was needed as an intervention instead of being used as an effective prevention; as a result, sexual violence policies

turned out to be insufficient to prevent sexual violence in IHEs (Chan, 2005; Marshall et al., 2014).

Lee and Wong (2019) conducted systematic research to learn the current state of sexual violence policies and related administrative documents in Canada. In their study, they thoroughly examined the websites of 72 publicly funded universities across 10 provinces in Canada; at the time of their research, the three territories did not have any public university. They interpreted the findings from four aspects, including policy comprehensiveness, campus support, presence of a sexual violence information webpage, and a comprehensive sexual violence information webpage. The IHEs' geographic region, age of the institution, student population, and operating budget were included in the assessment. It was noteworthy that the terms *sexual violence*, *sexual assault*, *sexual harassment*, and *sexual misconduct* were used interchangeably in their study, as universities tended to refer to all terms without having a generalised term in this regard.

Lee and Wong (2019) analysed 119 policies from the 72 IHEs, in which 66 IHEs had at least one related policy. Based on Lee and Wong's (2019) research, the geographic region highly influenced policy comprehensiveness in IHEs; student population and the operating budget of IHEs mainly contributed to differences regarding campus support resources and sexual violence webpage comprehensiveness, while a sexual violence information webpage was shown to be influenced more by school age. To be more specific, IHEs located in Maritime provinces (Prince Edward Island, New Brunswick, Nova Scotia, and Newfoundland/Labrador) were at the highest level of policy comprehensiveness, followed by Ontario, while provinces of the West (British Columbia and Alberta) and Quebec sat at the bottom (Lee & Wong, 2019). Secondly, without being influenced by geographic locations, IHEs in Canada with over 30,000 students and an operating budget over $500 million tended to be able to offer campus support services and have

better sexual violence webpage comprehensiveness (Lee & Wong, 2019). Further, the older the IHEs were (50-124 years old), the higher possibility they had established a sexual violence information webpage on campus (Lee & Wong, 2019).

Given the current legislation status and prevalence of sexual violence in Canadian IHEs, Lee and Wong (2019) restated the necessity and significance of establishing sexual violence policies and related documents in IHEs for campus sexual safety. In their study, although 119 policies across 72 IHEs in Canada were examined, only 38% of the 72 IHEs addressed a policy specifically focused on sexual violence, and 57% of these 119 policies were from the Prairie provinces (Manitoba and Saskatchewan). Furthermore, they found that the IHEs in Canada with a Women's Centre or sexual violence support centre had no significant difference on the level of policy comprehensiveness compared to the ones that did not have those resources on campus (Lee & Wong, 2019).

To conclude, Lee and Wong (2019) acknowledged the difficulties, such as student population and the operating budget, in the process of advocating for a sexual violence policy on IHE campuses; however, they pointed out smaller schools with smaller budgets could become the ones with better campus sexual safety for students, as the control and prevention of sexual violence were more achievable. Moreover, after examining current sexual violence policies and related administrative documents in Canadian IHEs, Lee and Wong (2019) addressed the necessity to incorporate more details into the current sexual violence policies, including more comprehensive definitions of sexual violence behaviours, more transparent and formal reporting procedures, more professional support systems to victims, a clearer targeted population for the policy, and a management system with clear responsibilities in various stages of sexual violence.

Preventions to Prevent Sexual Violence

In the Cambridge Dictionary (n.d.), prevention is defined as "the act of stopping something from happening or of stopping someone from doing something". This section introduces the development of sexual violence prevention programmes in IHEs; the main approaches, foci, and influences of current sexual violence prevention programmes delivered in IHEs, and factors to be considered for effective sexual violence prevention programmes drawn from the literature. Through examining the existing literature on sexual violence prevention programmes in IHEs, the Canadian context did not stand out; instead, studies mainly focused on evidence from the United States and on the general concept of sexual violence.

Current State of Sexual Violence Prevention Programmes

Based on the significance of sexual violence in IHEs, it is an obvious responsibility for IHEs to implement related programming to raise more awareness and prevent sexual violence in order to provide a safe and welcoming learning environment for students on campus. With or without sexual violence policies' guidance, various forms of prevention programmes have been carried out in IHEs (Potter et al., 2016). Educating the public regarding sexual violence knowledge started in the 1970s by feminist activists with the intention to establish a supportive social environment, followed by IHEs later on with educational programmes on campus to improve students' knowledge of sexual violence (Senn, 2011). Breitenbecher (2000) described sexual violence prevention educational programmes as "any intervention that was hypothesized by the investigators to affect sexual assault-related attitudes, cognitions, emotions, or behaviors" (p. 24). With the evolution of sexual violence problems, prevention programming should not only take the responsibility of cultivating healthy cultural norms, but also be effective in preventing incidents and helping victims with post-violence needs (Clay et al., 2019; Senn,

2011). In addition, research revealed that sexual violence remained as a high risk for female students in IHEs despite prevention programmes having been developed on campus (Marshall et al., 2014). Therefore, it is essential to identify the problems of current educational programming regarding sexual violence prevention and make improvements.

At present, approaches for IHEs to publicise sexual violence preventions include brochures, plays displayed in a short-time period, workshops or lectures facilitated by professionals or peers (Cavanaugh, 2019; Senn et al., 2013; Vladutiu et al., 2011). Regarding the delivery of educational prevention programmes focused on sexual violence, IHEs mainly engage formats of online teaching, face-to-face presentation, theater performing, storytelling, and video display (Potter et al., 2016). The focus of current educational programmes is mostly general information about risk-related sexual behaviours, which are delivered to a group of mix-gendered audiences, with the intention to promote knowledge and prevent future incidents (Breitenbecher & Scarce, 1999; Magnussen & Shankar, 2019). More research verified that the current sexual violence prevention programmes tended to be targeted both genders instead of coaching specific groups (Senn et al., 2013). However, Clay et al. (2019) argued that this could create a victim-blaming norm for sexual violence and could have less effectiveness in prevention. Basile (2015) also stated that "women-focused approaches used in isolation for prevention not only deflect responsibility from potential perpetrators, but also represent only a partial solution" (p. 2351). Sexual violence prevention programmes in IHEs with the victim-blaming norm enhanced the stereotype of the patriarchal environment (Breitenbecher & Scarce, 1999; Marshall et al., 2014); this approach would be unlikely to decrease sexual violence incidents to female students when responsibilities were merely laid on victims instead of male perpetrators (Basile, 2015; Breitenbecher & Scarce, 1999; Magnussen & Shankar, 2019). Under

such circumstances, sexual violence prevention programmes tend to lack targeted content to equip female students with solid skills for transferring knowledge into actionable practices (Iverson & Issadore, 2018). Therefore, a fundamental cultural change is needed to enhance the campus sexual safety for female students in IHEs wherein perpetrators' accountability is addressed (Magnussen & Shankar, 2019; Senn, 2011).

In addition, Cavanaugh (2019) advocated a new model of a bystander intervention programme by facilitating a psychology course for undergraduate students followed by a peer-led session, in which bystanders were referred to as witnesses of sexual violence behaviours (Kerner et al., 2017). However, assessment of this programme's effectiveness was not part of this research, but some conclusions were drawn from anecdotal reports. The reports confirmed that this programme was beneficial to help students learn more about sexual violence, recognise the risk, and learn some skills to react to incidents (Cavanaugh, 2019). Other research supported the benefits of bystander-type programmes to prevent sexual violence in IHEs (Moynihan et al., 2015). The difference between the two bystander programmes in Cavanaugh's (2019) and Moynihan et al.'s (2015) studies was that the latter one aimed to engage bystanders in helping friends and strangers.

The results of current sexual violence prevention educational programmes provided in IHEs indicate some positive impacts. Breitenbecher and Scarce (1999) confirmed that sessions introducing general sexual violence information helped with cultivating supportive norms on campus to some extent. Bystander programmes, to a similar degree, increased understanding regarding rape, decreased false beliefs about rape, and fostered supportive attitudes on campus (Breitenbecher & Scarce, 1999; Moynihan et al., 2015; Vladutiu et al., 2011), but they must offer comprehensive training for students and personnel and provide them with more related

knowledge and skills to intervene when sexual violence incidents occur (Potter et al., 2016). Earle (1996) confirmed that sessions delivered over a long period to small groups had better effectiveness in changing men's attitudes on sexual violence. Potter et al. (2016) also argued that the prevention programmes with longer duration sessions tended to help alter attitudes towards rape. However, these results were inadequate to decrease the incidence of sexual violence on IHE campuses and to protect students from sexual violence in IHEs (Anderson & Whiston, 2005). Many common facets of current programming still need to be acknowledged from findings in the literature. First, most programmes were delivered one time in short duration sessions, which usually had less impact and shorter influence on the outcomes and had the least effectiveness for female students who had experienced sexual violence prior to the sessions (Breitenbecher & Scarce, 1999; Senn, 2011). Secondly, the content of current programmes tended to lack consistency regarding sexual violence and its prevention (Kerner et al., 2017). Thirdly, studies confirmed that educational programmes' influence was minimised by delivering to mixed genders (see for example, Magnussen & Shankar, 2019; Senn, 2011; Vladutiu et al., 2011) and current sexual violence prevention programmes lacked follow-up evaluations of their effectiveness (Breitenbecher, 2000; Senn et al., 2013). Fourthly, there appeared to be no educational programmes at present designed to provide women with healthy sex education and offer women opportunities to explore their sexuality properly so that women could be better equipped to protect themselves from sexual violence (Senn et al., 2011). Last but not least, staff in helping centres of IHEs such as Wellness Centres and Women's Centres did not receive adequate professional training associated with sexual violence, which put students in need receiving assistance from inadequately trained personnel (Marshall et al., 2014; Senn, 2011). Instead, professionals should "be aware of the varied outcomes that different types of sexual

violence are associated with in terms of women's education" and "provide appropriate and empirically-based academic advising and support" for students (Stermac et al., 2020, p. 37).

Factors to Consider for Effective Sexual Violence Prevention Programmes

Research confirmed that female students in IHEs would benefit from greater physical and psychological health when sexual violence incidents decreased on campus (Senn et al., 2013). To ensure this, IHEs need to improve the effectiveness of their sexual violence prevention programmes by taking some factors into account. Several researchers have identified particular actions and contended that these factors needed to be incorporated into policies and practices of IHEs.

First, evidence showed that short term sexual violence prevention programmes have less influence on culture and the effectiveness tends to deteriorate as time passes (Breitenbecher, 2000; Senn, 2011; Vladutiu et al., 2011). Senn (2011) pointed out the urgency for IHEs to propose programmes longer in duration that focused on sexual violence prevention such as a full-length course for students, whereby students could participate more deeply in educational programmes and better understand the bystanders' and perpetrators' responsibilities. Additionally, Moynihan et al. (2015) confirmed that ongoing prevention programmes for female students could lead to more development of sexual violence expertise; if evaluated carefully, such practices could demonstrate a longer time of impacts. Secondly, various research confirmed that prevention programmes that were opened to both genders delivered in traditional modes such as lectures and workshops had less effectiveness in preventing sexual violence for female students in practice (Kerner et al., 2017; Senn, 2011; Vladutiu et al., 2011). Thus, in order to be more effective, sexual violence prevention programmes should separate the audiences, with female-targeted sessions being helpful to increase women's ability to reduce risk, and male-

targeted interventions aiming to address the misconduct from men (Senn, 2011; Senn et al., 2011). Thirdly, Senn et al. (2013) argued that integrating participants' personal cognition, understanding, and experience of sexual violence could be valuable to programming's efficacy. Accordingly, they proposed to add sex education into the prevention programme design to help female students develop healthy sexuality and more comprehensive knowledge about sexual violence prevention (Senn et al., 2013). In addition, current sexual violence prevention programmes in IHEs tended to overlook the impact on female students who had previously experienced sexual violence (Breitenbecher & Scarce, 1999; Senn, 2011). Therefore, Senn et al. (2014) addressed the necessity for sexual violence prevention programmes to meet the needs of victims of previous sexual violence to gain the optimal effectiveness.

As the victim-blaming norm has an impact on achieving effective sexual violence prevention programmes, services provided by IHEs need to be more strategic in order to form a more friendly and supportive community to achieve the goal of preventing sexual violence on campus. With regard to sexual violence prevention programmes, multiple approaches should be adopted into the programmes' facilitation instead of solitary lecturing, according to Clay et al. (2019). For post-violence services in IHEs, Clay et al. (2019) advised IHEs to be mindful about students' different needs based on their specific cultural background, and to monitor their physical health carefully and thoroughly. Most importantly, front-line staff at the consulting and support centres required more comprehensive training regarding how to support traumatised victims constructively (Clay et al., 2019; Senn et al., 2014). Clay et al. (2019) also proposed establishing more transparent reporting procedures for female students when designing related sexual violence programmes. To be more practical, Holland et al. (2018) pointed out that prevention programmes focusing on victims were still essential before real constructive

prevention programmes targeting male perpetrators were put into place, but they argued that such programmes required more effort. To succeed better with this intention, victims should be greatly respected, including ensuring their confidentiality and autonomy in reporting procedures, and their rights of withdrawing reports to change over time (Holland et al., 2018). More research emphasised a focus on training students in order to transfer their understanding of sexual violence into solid abilities of protecting themselves from sexual violence in IHEs (Iverson & Issadore, 2018; Senn et al., 2014). Given these various studies that identified positive factors for practices, the question of whether IHEs are implementing such actions remains.

Conceptual Framework

A conceptual framework of a study is "the system of concepts, assumptions, expectations, beliefs, and theories that supports and informs your research" (Maxwell, 2008, p. 222), which helps the researcher understand the essence of the issues being studied in order to better achieve the research purpose (Maxwell, 2008). Further, Maxwell (2008) certified that it is critical that the researcher constructs an applicable conceptual framework for their study with regard to existing literature and how they interpret and understand associated information with the issues being studied. This study aimed to explore students' perspectives on sexual violence interventions and preventions on IHE campuses, and its conceptual framework was informed by Maslow's hierarchy of needs and the Campus Ecology Theory, taking students' safety needs and various contextual factors on IHE campuses into account.

Maslow (1943) created the theory of human motivation by addressing five hierarchical human needs, which included physiological needs, safety needs, belongingness and love needs, esteem needs, and self-actualisation needs (see Figure 2.1). He believed that the lower-level needs must be satisfied before the next level's higher needs could be pursued. Later in 1987,

Maslow renewed his theory and pointed out that it could be possible to go back and forth among these levels depending on the process and context of a person's growth. Further, research affirmed that the first four levels of needs could demotivate people once they had been met, while the highest level of self-actualisation needs actually would generate more motivation after being satisfied (McLeod, 2020).

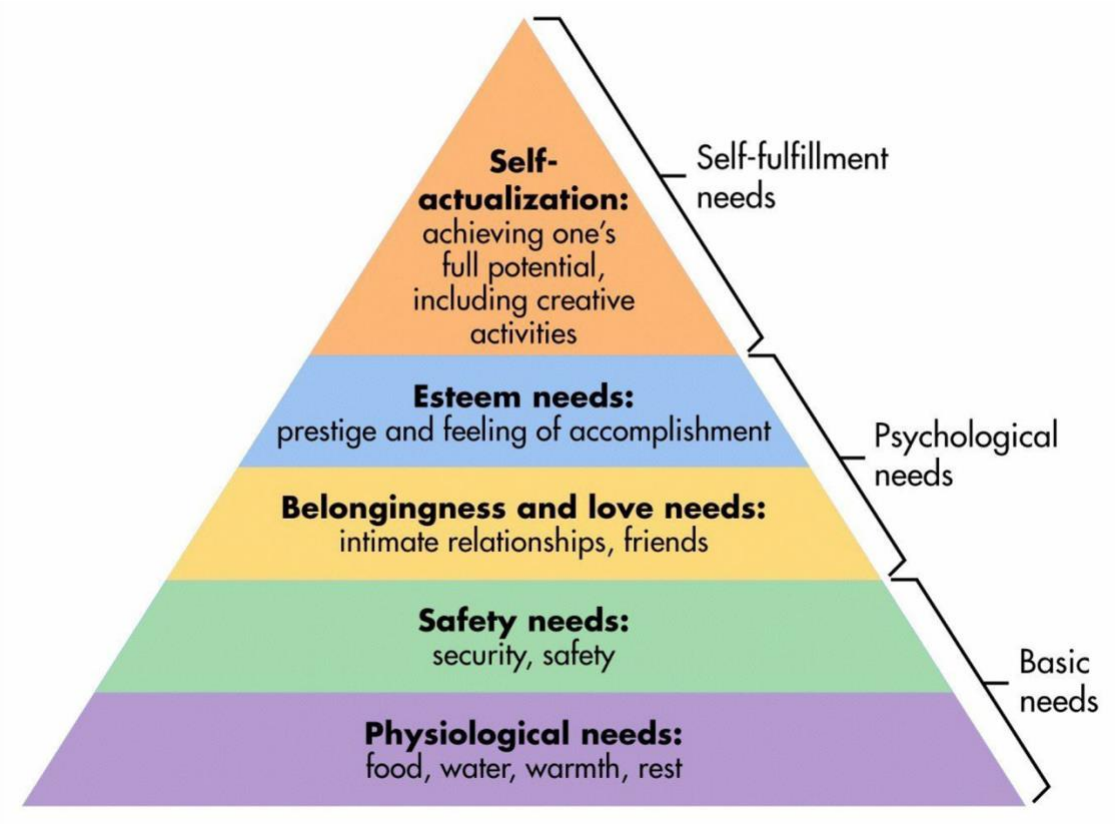
Sexual violence is one of the negative factors closely linked with students' safety needs (Edwards & Gasser, 2001), which could also influence students' other needs that are above safety needs in *Maslow's Hierarchy Pyramid*. By engaging the framework of Maslow's hierarchy of needs, various research has explained the association between meeting these needs and students' academic success in IHEs. Brookman (1989) identified that active learning among students in IHEs would be positively promoted when they were engaging in their educational work in a safer and more welcoming and supportive learning environment on campus; in this environment, students' safety needs were supported, and their belongingness and love needs could be stimulated. Moreover, Brookman (1989) indicated that an unsafe learning environment could greatly influence students' motivation to pursue higher levels of needs in the process of their education if they were concerned about harm. Freitas and Leonard (2011) argued that a supportive learning environment was more beneficial for students' academic success as they required a higher level of belongingness and love needs and esteem needs, which were necessary in order to build upon the safety needs.

Therefore, in order to build up a safer and more welcoming learning environment, it is essential for administrators in IHEs to examine students' issues and needs on campus in-depth and help students meet their needs in order to reinforce students' academic success and personal development (Brookman, 1989; Freitas & Leonard, 2011). For the purpose of this study, the

researcher was focusing on students' safety needs, especially campus sexual safety, which have an impact on students' higher-level needs.

Figure 2.1

Maslow's Hierarchy Pyramid



Note. From "Maslow's Hierarchy of Needs," by S. McLeod, 2020, *Simply Psychology*. (https://www.simplypsychology.org/maslow.html).

In terms of meeting students' needs, campus ecology speaks to the environment. Campus Ecology Theory was established in the early 1970s, and is a framework constructed upon various contextual factors on IHE campuses, from university environment and administrative operations to students' development and supports (Banning & Bryner, 2001). However, it is "not a student development theory, but a method of conceptualizing the processes associated with student

development" (Banning & Bryner, 2011, p. 15). By understanding campus ecology theory, administrators in IHEs can improve practices to meet students' needs on campus and help enhance students' academic success and personal development (Banning & Bryner, 2011).

Moylan and Javorka (2018) agreed that the Campus Ecology framework was beneficial for administrators in IHEs to gain a comprehensive perception of the significance of and the contextual factors underlying sexual violence on campus. To be more specific, Moylan and Javorka (2018) pointed out various contextual factors affecting campus sexual violence in IHEs. Firstly, they argued that the "availability of campus services and resources" (p. 180) was an element determining students' actions for help-seeking. When on-campus services and resources were offered in a less targeted and specific manner, students who were in need tended not to reach out; therefore, it is necessary for administrators in IHEs to increase students' awareness regarding sexual violence and promote more comprehensive resources broadly on campus (Moylan & Javorka, 2018). Secondly, several campus-level variables contribute to the high risk of sexual violence on IHE campuses (Moylan & Javorka, 2018). Alcohol, athletics, and fraternities are three major variables related to campus sexual violence; students who are practicing field work or involved in exchange studies, students who are living in residency, and students in sexual minority groups are more easily exposed to sexual violence as well (Moylan & Javorka, 2018). Moreover, the size and location of a campus have an impact on the context of sexual violence on IHE campuses (Moylan & Javorka, 2018). Based on the literature examined in this chapter, alcohol, student demographics, and residence life are widely discussed in relation to the causes and harms of sexual violence on IHE campuses (see for example, Kerner et al., 2017; Lee & Wong, 2019; Senn et al., 2015). Thirdly, related policies at federal, provincial, and institutional levels play an important role in sexual violence interventions and preventions in

IHEs (Moylan & Javorka, 2018). However, further efforts are required in this regard for administrators in IHEs by implementing the intervention consistently and educating their students regarding related policies to achieve the optimal results (McMahon, 2015; Moylan & Javorka, 2018). These contextual factors of Campus Ecology Theory indicate substantial directions to meet students' safety needs and build up the foundation for their higher-level needs in order to achieve better student academic success and personal development. The conceptual framework to guide this study is illustrated in Figure 2.2.

Figure 2.2

Using Campus Ecology Theory to Examine Campus Sexual Safety for Students (Informed by Banning & Bryner, 2001; Moylan & Javorka, 2018)

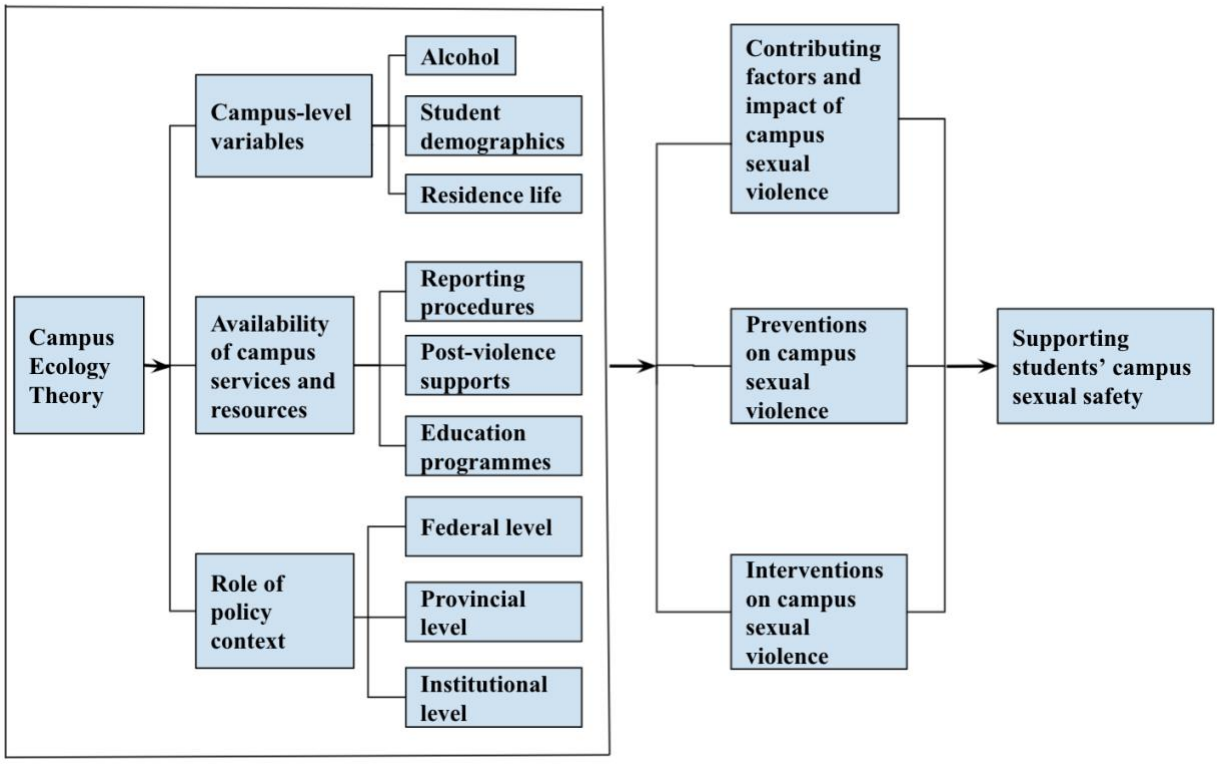


Figure 2.2 demonstrates various contextual factors drawn from Campus Ecology Theory that need to be considered in order to construct a comprehensive picture of sexual violence on

campus in order to develop sexual violence interventions and preventions in IHEs to meet students' safety needs and promote students' academic success and personal development. The Campus Ecology Theory indicates three major aspects for administrators in IHEs to fully understand sexual violence on campus, including the availability of campus services and resources, campus-level variables, and the role of policy context (Moylan & Javorka, 2018). The campus-level variables (for example, alcohol, student demographics, residence life) indicate the reasons for the high-risk factors for sexual violence on campus (Moylan & Javorka, 2018), which calls for higher awareness regarding sexual violence on IHE campuses. The assorted services and resources on campus for students and the role of policy context on different levels are connected to sexual violence preventions and interventions on campus respectively. As a result of examining the comprehensive picture and implementing related preventions and interventions for sexual violence on campus, students' safety needs can be well satisfied, which will lead to student academic success and better personal development. The conceptual framework of this study intends to help the researcher deeply understand the perspectives of students on campus regarding sexual violence. Furthermore, student perspectives can inform future actions for administrators in IHEs with regard to improving and enhancing campus sexual safety for their students and helping students achieve academic success and personal development by acknowledging student perspectives in this regard.

Summary

This chapter reviewed existing literature focused on sexual violence reality with regard to female students in IHEs and examined actions for sexual violence interventions and preventions in the context of higher education. Specifically, the significance and current state of implementing sexual violence interventions were articulated; the development, foci, and delivery

mechanisms of sexual violence preventions were examined, and factors to consider for effective sexual violence preventions were described. A Canadian context of sexual violence policies was highlighted; however, there was no literature uncovered that addressed Canadian-focused sexual violence prevention programmes. It is also noteworthy that various terms regarding the concept of sexual violence were used interchangeably in the literature. The researcher further expressed the reasons why this study used the term 'sexual violence' in this chapter. This literature review also provided related background and context with regard to the purpose and research questions of this study by presenting a conceptual framework. The purpose of this chapter was to understand the context of sexual violence for students in IHEs and explore insights and gaps for administrators in IHEs to help improve and enhance campus sexual safety for their students.

CHAPTER THREE: RESEARCH METHODOLOGY

The purpose of this study was to examine what interventions and preventions had been conducted in institutions of higher education (IHEs) to prevent and respond to sexual violence towards students. Furthermore, the researcher wanted to explore student perspectives regarding these sexual violence interventions and preventions in higher education in order to help administrators improve and enhance campus sexual safety for their students. To achieve this, the existing sexual violence prevention policies and related administrative documents, and sexual violence prevention educational programmes and resources that were available to students on campus in higher education were examined. In addition, semi-structured interviews with eight students who had over a year's study experience at the Canadian Research University (CRU) were conducted to discover the students' understanding and experiences on campus with regard to this topic. Accordingly, current contexts of existing interventions and preventions regarding sexual violence in IHEs were explored, and implications for future actions for administrators in IHEs to improve were examined, with the ultimate goal of building up a campus free of sexual violence; this goal was articulated in the CRU's website information (Canadian Research University, n.d.). A qualitative single-case study of the CRU was conducted to satisfy the purpose. This chapter clarifies the rationale of choosing qualitative methodology and a single-case study approach, and a theoretical framework suited for the purpose of this study and research questions. In addition, this chapter explains the research design of this study, associated with data collection of document analysis, semi-structured interviews, and the researcher's notes. The approach used in data analysis was also described. Relevant ethical considerations and trustworthiness of this study are addressed at the end of this chapter.

Research Questions

The main research question that guided this study was: Based on student perspectives, how can IHEs improve upon campus sexual safety for their students?

Subsequent research questions were designed as follows in order to help answer the main research question:

- What policies and information currently exist to support students regarding better protection against sexual violence on IHE campuses?
- How do students understand and experience the existing policies, educational programmes, and support services in IHEs with regard to protecting them against sexual violence on campus?
- From student perspectives, what further is needed to be improved in IHEs to enhance campus sexual safety for their students?

Research Methodology and Rationale

Qualitative methodology is the most suitable approach to answer the research questions and satisfy the purpose of this study. Existing literature focused on different elements of definitions of qualitative research, from the conceptual world view to the applied methodology (Creswell, 2013; Creswell & Poth, 2018; Denzin & Lincoln, 2011). For example, Denzin and Lincoln (2011) employed several powerful qualitative methods, such as "field notes, interviews, conversations, photographs, recordings, and memos to the self" (p. 3) to study issues in the world; the intended outcome of these research methods was transformation. Creswell (2013) noted that various qualitative inquiry approaches for data collection and analysis could be utilised in order to accomplish the final outcomes that included "the voices of participants, the reflexivity of the researcher, a complex description and interpretation of the problem, and its

contribution to the literature or a call for change" (p. 44). The research questions to guide this study required a qualitative approach to support development of the current context with a focus on transformation and also required applied qualitative inquiry approaches to ensure the participants' voices be heard.

In qualitative research, the researcher is the main instrument for data collection, and data are collected in natural settings, where the context of research problems can be better seen and interpreted, and the resulting data can be analysed and displayed in various patterns and themes (Creswell & Poth, 2018). It is the meaning expressed by participants that is emphasised in qualitative research, from which further aspects of information related to the research questions can be generated and studied (Creswell & Poth, 2018). In the process of conducting qualitative research, many steps of the proposed procedures may be adjusted over time to better suit the progress of this study, which is beneficial for reaching the intended outcome and constructing the big picture of the research (Creswell & Poth, 2018).

"The ultimate test of research is its truth" (Sutton, 1993, p. 428). As qualitative research examines the world and research problems through the participants' eyes (Wilson, 1998), qualitative research can be persuasive, with the "growing awareness of the social nature of knowledge itself" (Sutton, 1993, p. 428). In this regard, the research questions to guide this study were used as solid foundations for qualitative research to explore campus sexual safety in IHEs. As Sutton (1993) posited, qualitative research approaches were beneficial when dealing with the human issues in the world.

Research has shown that qualitative methodology is favourable for studies in the area of student affairs in higher education, which can help researchers better understand the meaning of participants' experiences and the contexts (Manning, 1992). Qualitative research in student

affairs “can help make sense of complex questions, address the meaning present in a situation, and delve deeply into understanding another’s perspective” (Manning, 1992, p. 135). As an important element of student affairs in IHEs, the central concept of campus sexual safety needs was examined using qualitative methodology to explore students’ voices leading to the development of a deeper understanding of campus life. The outcomes of this study can inform administrators in IHEs about students’ perspectives to the topic and enable them to construct more comprehensive policies and educational programmes regarding campus sexual safety. This view to future action was emphasised by Manning (1992).

According to Kelly and Torres (2006), qualitative research is an appropriate approach for examining sensitive topics where individuals’ perceptions can contribute to developing broad understanding. There are various studies in the field showing that qualitative research is a standard methodology to answer the research questions such as the ones in this study. Qualitative research methodology is essential in listening to students’ voices regarding campus sexual safety, which can enhance the public’s awareness of such a sensitive research topic.

Through looking into existing research on sexual violence prevention policies and educational programmes for students in IHEs, it is noteworthy that website searches and analysis is widely used to obtain secondary evidence (see for example, Anderson & Whiston, 2005; Holland et al., 2018; Lee & Wong, 2019). Lee and Wong (2019) conducted a website search and analysis to determine how institutional characteristics relate to the responses to sexual violence at all Canadian public universities in ten provinces. Holland et al. (2018) searched 150 universities’ websites in the U. S. for their sexual violence policies intending to examine the compulsory disclosure procedures in IHEs. Anderson and Whiston (2005) did a meta-analysis of 69 studies, which covered 102 interventions and information from 18,172 participants, in order

to explore the effectiveness of educational programmes in IHEs focused on sexual violence. Magnussen and Shankar (2019) investigated sexual violence policies, campus support resources and accessible links from websites of 31 IHEs in Alberta, Canada, to obtain data about assistance on and off campus that were available for students. “Interviewing allows us to put behavior in context and provides access to understanding their action” (Seidman, 1998, p. 4); therefore, interviewing is another common qualitative research method to collect primary data (Kelly & Torres, 2006; Marshall et al., 2014) on issues related to the research questions in this study. Marshall et al. (2014) did in-depth interviews and collected descriptive data regarding women’s experiences with the intention to address gender issues in IHEs. Kelly and Torres (2006) used focus group interviews with female students from different demographic backgrounds. Both studies aimed to research campus climate and safety for students from various perspectives by conducting interviews (Kelly & Torres, 2006; Marshall et al., 2014). Data analysis approaches varied among these studies. Descriptive analyses (Lee & Wong, 2019; Marshall et al., 2014), constructivist framework (Kelly & Torres, 2006), content analysis (Holland et al., 2018), statistical analysis (Anderson & Whiston, 2005; Lipsey & Wilson, 2001), and an intersectional feminist paradigm (Crenshaw,1993; Hesse-Biber, 2014; Magnussen & Shankar, 2019) were adopted for data analyses among these six peer-reviewed qualitative research papers that have been examined. By utilising qualitative methodology in this study, the researcher can obtain the required primary and secondary data and analyse data in comprehensive ways to reach the objectives of this study.

Research Method Rationale

Sexual violence has been a prevalent problem since 1980s on IHE campuses (Breitenbecher & Scarce, 1999). Currently, it is a very serious issue impairing university

students' sexual safety on campus and female students are exposed to this issue the most (Cavanaugh, 2019; Clay et al., 2019). Although various interventions have been constructed in IHEs, the rate of sexual violence for students on campus remains high (Anderson & Whiston, 2005). This study focused on how administrators in IHEs could improve and enhance campus sexual safety for students in order to provide their students a safe and welcoming learning environment in higher education. According to Yin (2014), case study research is the favoured qualitative method for researchers to use when "the focus of the study is a contemporary (as opposed to entirely historical) phenomenon" (p. 2), and "the main research questions are 'how' or 'why' questions" (p. 2) with uncontrollable behavioural events. Yin (2014) pointed out twofold definitions of case study research. The first addressed the scope of case study research, which included the specific case inquiry and its real-world context (Yin, 2014). The second part of the definition expressed a case study's features:

> A case study inquiry
>
> - copes with the technically distinctive situation in which there will be many more variables of interest than data points, and as one result
> - relies on multiple sources of evidence, with data needing to converge in a triangulating fashion, and as another result
> - benefits from the prior development of theoretical propositions to guide data collection and analysis. (Yin, 2014, p. 17)

Compared to traditional historical research methods, case study research has the exceptional advantages of integrating various sources of evidence, which can help generalise theoretical propositions, perfect the research design, and contribute to understanding a variety of situations beyond the specific case in the study that has related findings (Yin, 2014).

Case study research has different designs of single-case studies and multiple-case studies. Although multiple-case studies can be more vigorous with substantial evidence, they also require more time and investment to conduct the research (Yin, 2014). Single-case studies, on the other hand, are more suitable for researchers to clarify critical cases by examining proposed theoretical propositions for the study within the parameters of the particular context and the data collected (Yin, 2014). Moreover, single-case studies can address common cases and offer insights based on the data that are collected focused on the case's particular research proposition at the level of social context (Yin, 2014). Regarding the topic of this study, a single-case study can benefit the researcher to gain an in-depth understanding of students' perspectives on campus sexual safety pertaining to this case, so that theoretical implications can be generated for administrators in IHEs to adapt further to enhance campus sexual safety for their students.

Research Design

This research used a single-case study approach by integrating multiple sources of evidence from document analysis, semi-structured interviews, and the researcher's notes, to examine the existing sexual violence context in IHEs, and explore how administrators in IHEs can enhance campus sexual safety for their students. Document analysis and semi-structured interviews were selected for data collection of this study; these were two sources among six major sources of evidence for case study research as indicated by Yin (2014). According to Yin (2014), document analysis engaged various administrative records, from internal records to media information, which could include additional evidence and support information gathered from other sources. Yin (2014) also pointed out that conducting interviews was one of the most important sources for case study research; it focused on the exact topic of a case study to better understand and interpret individuals' views and contexts. Further, the researcher's notes during

the process were employed to provide insights related to the study by mapping other sources of evidence; the researcher's reflections contributed significantly to the research process and added further depth to the data (DiCicco-Bloom & Crabtree, 2006). The following section provides more details about data collection.

Data Collection

Yin (2014) argued that multiple sources of evidence could prove the construct validity of a case study research design. This study investigated the CRU as a single-case study to fulfill the research purpose and answer the research questions. Document analysis of related interventions and prevention measures at this university, and semi-structured interviews with seven female students and one non-binary student from this university were conducted to collect data; the researcher's notes also provided an additional source of data in the process.

Document Analysis

Documents can offer abundant detailed evidence to validate conclusions drawn from other sources of data (Yin, 2014). This study collected document data by conducting a thorough search of the CRU website. The website search examined documents regarding various interventions and preventions focused on sexual violence provided by the university. These documents included sexual violence prevention policies and related administrative documents, announcements and reports of sexual violence prevention educational programmes, university news focused on sexual violence prevention, and any other resources on the website available to students for sexual violence education and prevention. Data collected through document analysis helped answer the first sub-research question of "*What policies and information currently exist to support students regarding better protection against sexual violence on IHE campuses?*".

Semi-structured Interviews

Semi-structured interviews are broadly used in qualitative research through conversations between the researcher and interviewees individually or in groups, by discussing preset open-ended questions lasting from 30 minutes to more than one hour (DiCicco-Bloom & Crabtree, 2006). This process allows the researcher to examine in-depth contextual data on a social or individual level regarding the research questions (DiCicco-Bloom & Crabtree, 2006). This process provided insights that addressed the last two subsequent research questions.

Recruitment. Once this study received the ethics approval from the Research Ethics Board in early March 2021, the researcher began the process of recruiting participants for the semi-structured interviews. During the period of March to May 2021, the researcher posted a recruitment announcement in the CRU university online system (Appendix A) to recruit student participants. The backup plan for recruiting students was contacting the offices on campus that were in charge of designing and implementing sexual violence interventions and preventions to post a recruitment poster (Appendix B) on their virtual poster boards or announcement boards, as they had more access to reach the targeted audiences of this study. At the same period, the backup was applied, but no response was received. The researcher endeavoured to ensure the potential student participants had experience participating in some form of educational programmes focused on sexual violence prevention offered by the university. In the end, six of them had participated in related programmes, while half of them experienced sexual violence on campus. Moreover, the participants represented different demographic backgrounds (domestic and international students) and study levels (undergraduate, master's, and PhD students).

Interviews. Before conducting interviews, the researcher contacted candidate participants via emails (Appendix C) outlining the interview process and providing the consent form

(Appendix E) for this study; these communications helped participants understand their roles and risks in this study, and their rights to withdraw from the interview at any time. Due to the COVID-19 situation, after the participants confirmed their engagement in this study, the researcher set a time with participants, and sent them a WebEx link to access an online meeting for the interview. Each interview was conducted for about one hour based on semi-structured interview questions (Appendix D) that had been created. Audio recording was conducted using a digital recording pen for the accuracy of interviews and was transcribed at a later time. Once the transcripts of interviews were done, the researcher sent each participant the transcript of their interview and an interview transcript release form (Appendix F) that required them to sign to confirm the accuracy of the transcript before data analysis.

Pilot Interview. After obtaining the ethics approval from the Research Ethics Board, the researcher conducted a pilot interview before committing to interview data collection, which helped the researcher to practice their interview skills and gain insights into the semi-structured interview protocol. The participant interviewed for the pilot was a female international student who had just started her undergraduate programme a few months prior to the study and had been taking classes remotely due to COVID-19. Data from this pilot interview provided no information associated with sexual violence interventions and preventions on the CRU campus but focused on the participant's understanding of sexual violence based on situations in her secondary school and home country. As a result, the data collected from the pilot interview were not solid nor insightful regarding student perspectives on the CRU related to the research purpose. After the pilot interview, the researcher confirmed that the semi-structured interview questions and flow were well designed to achieve the research purpose and provided enough space to hear the interviewee's voice. It also reaffirmed the criterion of interviewees having at

least one year of study experience at university was necessary to fulfill the research purpose and answer the research questions.

Participants. This study employed eight semi-structured interviews with seven female students and one non-binary student who had studied at the CRU over a year, in order to investigate the student perspectives on existing sexual violence interventions and preventions in IHEs for students. Furthermore, the students provided insights regarding their understanding and experiences of sexual violence interventions and preventions on campus and advised further implications for administrators in IHEs to enhance campus sexual safety. Research has identified that five to 50 participants are recommended for in-depth interviews in a qualitative study (Dworkin, 2012), and the number of participants was contingent upon the research methodology employed. The researcher understood the quality of interviews was more important than the quantity; accordingly, eight one-on-one 60-minute semi-structured interviews with open-ended questions were conducted.

Sampling Procedures. This study aimed to get a comprehensive picture of student perspectives with transferability for administrators in IHEs to refer to regarding existing issues of and further improvement for sexual violence interventions and preventions on campus. Therefore, the recruitment process allowed for students of all gender identities to participate regardless of study levels and demographic backgrounds with a preference for participants who had some experience in engaging in educational programmes on sexual violence preventions on campus. The main screening standard for the sampling was a minimum one year of experience studying at the CRU, as this study aimed to explore students' understanding and experiences regarding sexual violence interventions and preventions at this particular campus; the focus of this study was not their prior knowledge before to the university. The researcher acknowledges

the significance of viewpoints from first-year students; however, since they might not have had many opportunities to engage in programming or access related information because of their relatively short time at this particular university, first-year students were excluded from this study. The researcher received the ethics approval from the Research Ethics Board in early March 2020, then recruited participants by posting a recruitment announcement in the CRU university online system (Appendix A) two to three times a week from March 2021 to May 2021. The researcher also approached offices on the CRU campus that were in charge of designing and implementing sexual violence interventions and preventions to post a recruitment poster (Appendix B) on their virtual poster boards or announcement boards to engage more participants, but no response was received after multiple attempts over time. As a result, seven participants who self-identified as female and one participant self-identified as non-binary were interviewed; no male identified participants reached out or were interviewed. This sample included a diversity of study levels, demographic backgrounds, and related experiences to sexual violence preventions ensuring sufficient data were collected for the research purpose.

Participant Profiles. The eight participants included domestic and international students at the undergraduate, master's, and PhD levels in various disciplines with over a year's study experience at the CRU. Despite this study's intention not to collect lived experience of sexual violence, some participants voluntarily disclosed their sexual violence experience on campus. The researcher did not investigate further the participants' sexual violence experience but focused on their understanding and experiences regarding sexual violence interventions and preventions on campus. A majority of participants attended some educational programmes offered by the CRU but had no knowledge of related policies on campus. Few participants were aware of policies on sexual violence even if they had personally experienced sexual violence.

Meanwhile, a few participants used services that offered post-violence supports. The introduction of participants can help administrators in IHEs understand participants' situations and the contextual factors that influence their experiences and perspectives with the goal of designing effective improvements to meet students' needs. Table 3.1 provides participants' demographic information and knowledge of sexual violence interventions and preventions on the CRU campus in detail; they are identified by their preferred pseudonyms to protect their confidentiality.

Table 3.1

Participants' Demographics and Sexual Violence Knowledge

Name	Gender (Pronouns)	Study Level	Year in Programme	Discipline	Domestic or International Status	Was Aware of Policies	Attended Educational Programmes on Campus	Used Services on Campus	Voluntarily Self-identified Having Sexual Violence Experience
AH	Female (she)	Undergraduate	2nd	Health Sciences	Domestic	No	Yes	No	No
Anna	Female (she)	Master's	2nd	Social Sciences	International	No	Yes	No	No
Azar	Female (she)	PhD	3rd	Social Sciences	International	Yes	Yes	Yes	Yes
Jose	Female (she/they)	Undergraduate	4th	Social Sciences	Domestic	No	Yes	No	Yes
Kerry	Female (she)	Undergraduate	3rd	Health Sciences	Domestic	No	No	Yes	Yes
Q	Non-binary (she/they)	Undergraduate	4th	Social Sciences	Domestic	No	Yes	Yes	No
Sarah	Female (she)	Master's	2nd	Social Sciences	Domestic	No	Yes	No	No
Tianqi	Female (she)	Master's	3rd	Natural Sciences	International	Yes	No	Yes	Yes

Participant 1 – AH. AH and her family immigrated to Canada in her junior school days and now is a domestic student at the CRU. At the time of interviewing, she had been in Canada over seven years and was in her second year of her study in Health Sciences. It was worth noting

that most of her study experience at the CRU was remote starting in the second half of her first year due to COVID-19. AH participated in one session of a two-day webinar series regarding sexual violence prevention in spring 2020, of which she could not recall the specific name. She never used any services focused on sexual violence prevention by the time of interviewing and was not aware of any related policies on the CRU campus.

Participant 2 – Anna. Anna is an international student and enrolled in her master's programme in the discipline of Social Sciences in Fall 2019. At the time of interviewing, she was in her second year of her study in the CRU. Anna was a residence administrator for a long time. For her position, Anna was required to take training workshops in sexual violence so that she could interact with and support sexual violence victims living in the residence with professional knowledge. Under normal circumstances, she would take such trainings two to three times a year, but it only happened in the beginning of the term due to COVID-19. Beyond the mandatory resident training, Anna also voluntarily took an online training course on sexual violence offered by the CRU on her own time. Regardless of Anna's abundant knowledge of sexual violence training, she was unaware of any detailed policies on campus in this regard. Anna never used any support services on sexual violence on campus because she did not have a reason to engage with these services.

Participant 3 – Azar. Azar is an international student and started her PhD programme in the discipline of Social Sciences in 2018. At the time of interviewing, she was in her third year and had participated once in a bystander workshop offered by the CRU. Azar identified that the reason why she participated in the sexual violence educational programme was because she had a sexual violence incident on campus with a professor. Azar also recognised herself that she had no prior knowledge of how to identify sexual violence behaviours and how to deal with sexual

violence incidents. Her Canadian colleagues and friends on campus helped her identify the incident and encouraged her to report to her supervisor. Azar read about policies and procedures on sexual violence on the CRU website; the website was introduced to her by a Canadian friend in her department who was older than her. Azar went to the Wellness Centre and Peer Health for support after her incident on campus.

Participant 4 – Jose. Jose uses she/they pronouns and leans toward a female identity. Jose is a domestic student and was in her third year of an undergraduate programme in the discipline of Social Sciences at the time of interviewing. She took an elective credit course on sexuality psychology from her programme. She had no knowledge of policies on sexual violence and never used any support services on the CRU campus. Jose identified that she had had some sexual violence experience on campus being harassed at a bus stop on campus.

Participant 5 – Kerry. Kerry is a domestic undergraduate student in the third year of her programme in the discipline of Health Sciences. She is a mature student and had a two years' break in her study because of mental health issues. Kerry identified that she had sexual violence experience on campus in the first year after her returning and she reported it to the campus police, which was the only support service she used. Kerry never participated in any sexual violence educational programmes and had no knowledge of related policies on the CRU campus, but she had some related sexual violence knowledge from her previous work experience in a medical office as an office assistant.

Participant 6 – Q. Q identifies as non-binary and uses she/they pronouns. They are a domestic undergraduate student in their fourth year of a programme in the discipline of Social Sciences at the time of interviewing. Previously, Q did mandatory training on sexual violence for their volunteer position at the Women's Centre on the CRU campus. In addition, they had

certification in sexual violence disclosure from training in a sexual assault and information centre off campus. Q was unaware of any related policies on the CRU campus.

Participant 7 – Sarah. Sarah had been on the CRU campus over eight years since her undergraduate study as a domestic student. At the time of interviewing, she was in the second year of her master's in the discipline of Social Sciences. Sarah took part in a webinar series on sexual violence in fall 2020 on campus and was planning to take the online training course offered by the CRU on sexual violence soon. Despite her many years at the CRU, she did not know any information on policies regarding sexual violence on campus. She also did not use any support services on campus as she did not have a reason to engage with these services.

Participant 8 – Tianqi. Tianqi is an international student and had been in her master's in the discipline of Natural Sciences for three years at the time of interviewing. She did not attend any educational programmes on sexual violence on the CRU campus but took one elective course on sex education in her undergraduate study in her home country. Tianqi did not feel the course taken before was helpful as she still had a hard time identifying and coping with sexual violence when it happened to her on the CRU campus years later. She reported to the campus police and her supervisor after her incident on campus and got help from her supervisor and the resident coordinator because she was living in residence. Tianqi looked up related policies on the CRU website on her own after the incident for guidance and help, which was her source of knowing policies and administrative documents on campus.

Researcher's Notes

The researcher's notes were a significant tool to connect the research project with in-depth observations and questions from the data collected (DiCicco-Bloom & Crabtree, 2006). During the entire research process, the researcher kept documenting relevant notes of memos,

reflections, and observations and questions based on document data and interview data, with the goal of building up constructive evidence to answer the research questions of this study; the notes served as a continuous organic tool for the entire research process.

Thematic Analysis

Thematic analysis was adopted as the data analysis approach for this study. According to Braun and Clarke (2006), it is "the first qualitative method of analysis that researchers should learn, as it provides core skills that will be useful for conducting many other forms of qualitative analysis" (p. 78). Thematic analysis is a method that assists researchers in identifying and analysing patterns in the data, but it does not use any particular pre-existing theoretical framework (Braun & Clarke, 2006). Braun and Clarke contended that there is not one ideal framework or method that can be used in qualitative research. They argued that the choice depended on the researcher and the study itself and that "the theoretical framework and methods match what the researcher wants to know, and that they acknowledge these decisions, and recognize them as decisions" (Braun & Clarke, 2006, p. 80). Moreover, they believed that "the thematic analysis provides a flexible and useful research tool, which can potentially provide a rich and detailed, yet complex, account of data" (Braun & Clarke, 2006, p. 78). Thematic analysis shares the same value as grounded theory, ethnography, and phenomenology for the analysis of qualitative data in spite of the lower popularity among researchers (Braun & Clarke, 2006; Nowell et al., 2017); it also can be a useful method to engage better communication between qualitative and quantitative researchers with the translation of data analysis (Boyatzis, 1998). A good thematic analysis identifies "a number of assumptions about the nature of the data, what they represent in terms of the 'the world', 'reality', and so forth" (Braun & Clarke, 2006, p. 81). In this regard, it helps to understand the contextual situations of participants by

recognising similarities and differences across the data and by drawing conclusions not based on prior assumptions (Braun & Clarke, 2006; King, 2004). Nowell et al. (2017) reaffirmed that thematic analysis can be widely employed to answer various research questions using either a realist epistemology or constructionist epistemology because of its theoretical freedom.

Before conducting the data analysis, there were five essential considerations for the researcher to decide on: the standards of identifying a theme or what constitutes a theme; the analysis of either a rich description or a detailed explanation of some particular aspects of the data collected; the use of inductive or theoretical thematic analysis; decisions regarding semantic or latent theme levels; choices of essential or realist epistemology or constructionist epistemology (Braun & Clarke, 2006). However, "there are no hard-and-fast rules in relation to this, and different combinations are possible" (Braun & Clarke, 2006, p. 86), as long as "the finished product contains an account – not necessarily that detailed – of what was done, and why" (p. 86). After examining the purpose and research questions of this study, the researcher's perspectives on these considerations were decided as follows based on Braun and Clarke's (2006) theory.

Firstly, *what counts as a theme*? Examining factors to define a theme was "a question of prevalence, in terms both of space within each data item and of prevalence across the entire data set" (Braun & Clarke, 2006, p. 82). Due to the flexibility of thematic analysis, the keys to decide on themes were examining what had been captured in the data regarding the research questions and being consistent with regard to the standards for defining themes (Braun & Clarke, 2006). This study aimed to examine students' perspectives on existing interventions and preventions focused on sexual violence on IHE campuses through themes. Therefore, the researcher

identified themes by assessing what had been captured in the document analysis and interviews linked to various aspects of the topic that had been noted by previous research.

Secondly, *is it a rich description of the data set, or a detailed account of one particular aspect*? According to Braun and Clarke (2006), in a rich description, the themes that the researcher identifies, codes, and analyses "need to be an accurate reflection of the content of the entire data set" (p. 83); while a detailed report requires "a more detailed and nuanced account of one particular theme, or group of themes, within the data" (p. 83). In terms of the research purpose and research questions of this study, a rich description of the data set fitted in this study; this description helped the reader to better understand the significance of themes that were discovered from the document analysis and interviews especially where the participants' perspectives might remain unclear until the data had been collected and analysed (Braun & Clarke, 2006).

Thirdly, *is it an inductive or theoretical thematic analysis*? An inductive thematic analysis is data-driven and is concerned with drawing connections across the data instead of considering the research purpose and research questions (Braun & Clarke, 2006). In contrast, a theoretical thematic analysis is analyst-driven, and aims to code for specific research questions or interests (Braun & Clarke, 2006). This study conducted a theoretical thematic analysis with the intention to address the research questions when going through the data collected; this reference to the questions assisted in recognising themes for coding, whereby insights of assumed and unanticipated patterns were discovered (Braun & Clarke, 2006).

Fourthly, *are the themes semantic or latent*? Braun and Clarke (2006) confirmed that "with a semantic approach, the themes are identified within the explicit or surface meanings of the data, and the analyst is not looking for anything beyond what a participant has said or what

has been written" (p. 84). On the other hand, the latent approach tends to explore features of the data and develop themes through interpretation. In this study, the researcher interpreted the context and drew implications of the data collected from document analysis and interviews to address the purpose and answer the research questions. In doing so, a latent level of thematic analysis was used.

Lastly, *does the thematic analysis tend to be essentialist/realist or constructionist*? Although thematic analysis is not bounded with any theoretical framework and can be grounded in either essential or realist epistemology or constructionist epistemology, "the outcome and focus will be different for each" (Braun & Clarke, 2006, p. 85). The constructionist approach "seeks to theorize the sociocultural contexts, and structural conditions, that enable the individual accounts that are provided" (Braun & Clarke, 2006, p. 85), while the essentialist/realist approach offers a straightforward way of exploring an individual's motivation and experience (Braun & Clarke, 2006). This study intended to explore deeper relationships between individuals' perceptions (students) and organisational contexts (institutions of higher education) for its purpose and research questions reflecting the theoretical framework addressed above; hence, a social constructionist thematic analysis was conducted.

Furthermore, it is necessary to recognise that there may be "disjuncture" among the overarching research question and subsequent research questions, interview questions, and analysing questions; according to Braun and Clarke (2006), this disjuncture can help the researcher avoid relying solely on the research questions or interview questions as themes in the analysis and coding (p. 85).

Data Analysis

Braun and Clarke's (2006) six-phased design for thematic analysis was adopted in this study where NVivo was used as an analysing and organising tool. The researcher's notes were recorded for all updates and reflections on coding during the data analysis process.

Before conducting any data analysis, it was critical to clarify the standards and methods to define a theme for this study. As this study aimed to conduct a theoretical thematic analysis with a rich description of the data set and latent themes within a constructionist paradigm, the standards of recognising themes were greatly related to the researcher's reflections and interpretation of the content of the data collected and research questions of the study (Braun & Clarke, 2006). This was a single-case qualitative study, whereby the theoretical propositions had framed its objectives and design by taking into account the research questions, literature, and assumptions; and generated certain priorities for data analysis (Yin, 2014). As mentioned in the previous section, in order to define themes in thematic analysis, the prevalence of patterns emerging from the data was worth noting by examining what had been captured in the data regarding the research questions; meanwhile, the standards for coding should be consistent throughout (Braun & Clarke, 2006). Accordingly, after collecting and transcribing the data, the researcher examined the prevalence of main concepts shown in the data, linking to the research questions, literature review, and assumptions; and then started generating initial codes. Braun and Clarke (2006) revealed that coded data contained broader information than themes regarding data analysis; therefore, potential themes were discovered by examining initial codes and refining. More details of data analysis procedures based on Braun and Clarke's (2006) six-phased design for thematic analysis are listed as follows.

Phase 1: Familiarising Oneself with the Data

This phase was conducted after the transcription of the interviews with the goal of preparing the data for analysis (Edwards, 1993). The researcher read through and became familiar with the data that had been collected and made lists of concepts and themes, from the data for coding purposes, which was a repetitive process as needed in the later phases (Braun & Clarke, 2006). NVivo was used for creating lists of raw data and mapping ideas of the data for developing and clarifying codes at this phase. At this stage, codes were organised in general terms, which included accessibilities of policies, educational programmes, and support services and students' comments on each of them; details of students' experiences regarding policies, educational programmes, and support services; takeaways from educational programmes attended by the participants; suggestions for further improvement and more.

Phase 2: Generating Initial Codes

This phase aimed to assess the entire data set and generate codes associated with findings in the literature related to the topic of this study. Furthermore, emergent codes were proposed based on new additions to the previous research (Braun & Clarke, 2006). The researcher went through the transcripts and initial codes in NVivo over and over to define the potential codes. A code manual with definitions and exemplar content from data collection was recorded in NVivo (Nowell et al., 2017). At this phase, the codes from the last phase were better organised based on their relationships to each other.

Phase 3: Searching for Themes

In this phase, the researcher analysed the coded data from the last phase and categorised the data into various levels of potential themes in a more coherent and consistent style (Braun & Clarke, 2006). Thematic analysis is a way to answer research questions; however, it is essential

not to abandon indirectly related or underestimated information at this stage (King, 2004). Therefore, to ensure all coded information was saved for further reference, the researcher saved initial codes under one entry and copied and pasted all under another entry in NVivo, then started another round of examination from there. The researcher's notes detailing progress of developing themes were safely saved in NVivo during the process (Halpren, 1983). By the end of this phase, tables and thematic maps that showcased hierarchies among codes and themes (Braun & Clarke, 2006) were developed through NVivo. After this phase, the researcher was clear about displaying the final report in three domains: students' understanding, students' experiences, and students' suggestions; the codes were then organised to fit in these domains.

Phase 4: Reviewing Themes

In this phase, the researcher confirmed the coherence of themes that had been generated by re-reading the coded data from phase two and reviewing the logic of the thematic maps generated from phase three (Braun & Clarke, 2006). Once the thematic maps were constructed using NVivo, the researcher was able to scrutinise the relationship between each potential theme and its place in the entire data set to perfect the thematic map (Braun & Clarke, 2006; Nowell et al., 2017). During this phase, the researcher refined each domain with different codes and generated five initial themes regarding students' suggestions.

Phase 5: Defining and Naming Themes

In this phase, the researcher refined each theme and examined the relationships between themes, for the purpose of generating clear definitions and names of each theme (Braun & Clarke, 2006). Moreover, the researcher re-evaluated the names for each theme, and the stories underlying by each theme, in order to shape an overall story for the research questions of this study (Braun & Clarke, 2006; Nowell et al., 2017). By the end of this phase, well-organised

analyses for each main concept and relations to the overall story of research questions had been developed. Also, the themes that emerged from students' suggestions for recommendations were refined as: 1) raise awareness on campus, 2) expand advertising strategies, 3) enhance options for programming, 4) identify relevant services explicitly, and 5) develop inclusiveness of programming.

Phase 6: Producing the Report

In this phase, the researcher wrote a story with sufficient evidence of themes rooted from the data, but also to "go beyond description of the data, and make an argument" (Braun & Clarke, 2006, p. 93) regarding the research questions. The final report was a rich and theoretical description of the data using the social constructionist paradigm to develop latent themes. Literature was used in this phase to discuss the connections, contradictions, or additional information of the findings of this study (Nowell et al., 2017; Tuckett, 2005). More details of data are presented in Chapter Four and discussed in Chapter Five.

Establishing Trustworthiness

The ultimate ambition of doing research is to contribute the findings gained in the research to dealing with real-world problems; establishing trustworthiness of research can establish the findings' worthiness and recognition (Lincoln & Guba, 1985; Nowell et al., 2017). Lincoln and Guba (1985) pointed out that trustworthiness aims to persuade the readers that the findings of a study are worthy of consideration by engaging four criteria of trustworthiness, which include credibility, transferability, dependability, and confirmability; these criteria can be used to lead the assessment for the research study's validity, reliability, and objectivity. Although six phases of thematic analysis were adopted in this study, each phase in the process was tied

closely; therefore, trustworthiness in this study was established throughout each phase in a reflective and constant style (Braun & Clarke, 2006; Nowell et al., 2017).

Credibility

Credibility expresses the confidence of findings in research (Lincoln & Guba, 1985). In this study, credibility was addressed throughout the six phases of thematic analysis by using triangulation of data collection, member checking, and documentation of the researcher's reflective journal of thoughts about potential codes or themes and the process of this study (Braun & Clarke, 2006; Nowell et al., 2017). This study adopted a qualitative single-case study of the CRU to address the purpose and research questions, using multiple sources of evidence were collected, including document analysis, semi-structured interviews, and the researcher's notes. Member checking provided each participant an opportunity to confirm the accuracy of the transcript before data analysis by reviewing the transcript of their interview and transcript consent form (Appendix E). For thematic analysis, how codes and themes are generated is important; therefore, the researcher kept documenting such a process along with reflective journals throughout the study.

Transferability

Transferability is the extent that the findings in research may be applicable in other situations or related to similar subjects (Lincoln & Guba, 1985). To support transferability in this study, eight student participants who had studied at the CRU for over a year were selected for the semi-structured interviews; six of them had participated in some form of educational programmes focused on sexual violence prevention on campus. These students presented different demographic backgrounds and study levels. They participated in semi-structured interviews which were recorded. Reasons for theoretical, methodological, and analytical choices

throughout the entire study (Nowell et al., 2017) have been fully addressed in previous sections of this chapter; these choices ensure transferability. Moreover, the researcher provided a thick description of context, and kept detailed records using an audit trail for the process of coding and analysis (Nowell et al., 2017).

Dependability

Dependability demonstrates the reliability and quality of research, which is also related to credibility (Lincoln & Guba, 1985). In this study, data were triangulated using document analysis, semi-structured interviews, and the researcher's notes to establish dependability; member checking that had been described above also was used. In the process of thematic analysis, the researcher engaged NVivo and developed a coding manual according to the audit trail of code generation (Braun & Clarke, 2006; Nowell et al., 2017), which could help ensure dependability.

Confirmability

Confirmability reveals the logic and objectivity of the interpretation of research data and avoids the researcher's biases and interests (Lincoln & Guba, 1985). To address confirmability, the researcher documented an audit trail of code and theme generation and records of meetings with the supervisor and committee, created a thematic map to showcase the logic of various themes, and tested for the adequacy of data analysis by returning to raw data (Braun & Clarke, 2006; Nowell et al., 2017).

Ethical Considerations

Ethical considerations are critical throughout this sort of qualitative research, including ethical publishing practices and reporting of participants' experiences (Creswell & Poth, 2018; Munhall, 1988). To ensure compliance with ethical publishing practices, the researcher strictly

followed the trustworthiness requirements of the study and required citation guidelines in the manuscript (Creswell & Poth, 2018). Regarding the ethical considerations for human participation in this study, the researcher ensured all ethical standards of research methodology, data collection, and data analysis met the requirements of the Research Ethics Board. Details of participant recruitment were addressed in this study (Appendix A-C). Before conducting interviews, the researcher guided participants in signing the consent form (Appendix E), which offered the opportunity to clearly understand the purpose of this study, the risk and benefits of this study, and their rights of asking questions and withdrawing from the study at any time. The confidentiality of participants is essential for qualitative research (Munhall, 1988). The researcher ensured identifying information of the single case and participants in the study were not provided, and pseudonyms were used when citing quotes from participants. Pseudonyms also were used for the name of the university and for the titles of the institutional policy documents. Both physical and electronic data will be safely stored at researcher's home university for five years and destroyed after the required period.

Summary

The purpose of this chapter was to provide systematic rationale for selecting qualitative methodology and the single-case study research method to accomplish the research purpose, and the overarching research question and subsequent research questions of this study. Data collection sources including document analysis, semi-structured interviews, and the researcher's notes were addressed in detail, with participant recruitment and interviewing explained. In addition, a theoretical framework, data analysis procedures of thematic analysis, ethical considerations, and research trustworthiness were presented in this chapter.

CHAPTER FOUR: FINDINGS

The purpose of this study was to examine what interventions and preventions had been implemented in institutions of higher education (IHEs) to prevent and respond to sexual violence for students. Furthermore, this study explored student perspectives regarding these sexual violence interventions and preventions in higher education in order to help administrators improve and enhance campus sexual safety for their students. Data were collected and analysed to answer the main research question that guided this study: Based on student perspectives, how can IHEs improve upon campus sexual safety for their students? Also, three subsequent research questions as follows were answered to support the main research question:

- What policies and information currently exist to support students regarding better protection against sexual violence on IHE campuses?
- How do students understand and experience the existing policies, educational programmes, and support services in IHEs with regard to protecting them against sexual violence on campus?
- From student perspectives, what further is needed to be improved in IHEs to enhance campus sexual safety for their students?

This study used a Canadian Research University (CRU) as the single case and integrated multiple sources of evidence from document analysis, semi-structured interviews, and the researcher's notes, to examine the existing sexual violence context in IHEs, and explore how administrators in IHEs could enhance campus sexual safety for their students. For the document analysis, the researcher collected all documents relevant to sexual violence on the CRU campus, which were available on the CRU website. One pilot interview was conducted to test the interview process and questions before the official interview data collection, which was

explained in the *Data Collection* section of Chapter Three. Eight semi-structured interviews that each lasted around 60 minutes were conducted with students who had studied at the CRU for over a year. Then Braun and Clarke's (2006) six-phased design of thematic analysis was adopted for data analysis with sections and themes being generated. Researcher's notes of memos, reflections, observations, and questions were integrated with data collection and data analysis to provide further insights into the data.

This chapter starts with *Document Analysis*, including the details of document collection and document characteristics with two sets of documents regarding the CRU's sexual violence interventions and preventions being presented. Table 4.1 shows sexual violence interventions as found in policies and procedures at the CRU that are focused on sexual violence preventions and responses, while Table 4.2 lists a variety of webpage documents that provided information and news of sexual violence preventions on the CRU campus. This chapter then moves on to *Semi-structured Interviews* by starting with sampling procedures and participant profiles explaining each participant's background and situation, followed by three sub-sections: students' understanding, students' experiences, and students' suggestions to improve practices and policies. Specifically, students' understanding describes how they understand the term 'sexual violence', its prevalence, and its influences on IHE campuses; students' experiences present their experiences of and comments on educational programmes, services, and policies on IHE campuses regarding sexual violence prevention and response. Lastly, students' suggestions are presented in five themes drawn from student perspectives for administrators in IHEs to consider for further improvement of both interventions and preventions to reach the ultimate goal of building a campus free of sexual violence: 1) raise awareness on campus, 2) expand advertising strategies, 3) enhance options for programming, 4) identify relevant services explicitly, and 5)

develop inclusiveness of programming. These themes will be explored in more details later in this chapter.

Document Analysis

Document analysis was employed to answer one of the subsequent research questions for this study: *What policies and information currently exist to support students regarding better protection against sexual violence on IHE campuses?* This section describes how documents of the CRU were collected and how the characteristics of these documents were determined in order to answer this subsequent research question. For the purpose of confidentiality, related links or wording of these documents that could lead to identification of the CRU have been removed or paraphrased in this study.

Document Collection

In order to answer the aforementioned research question, this study aimed to collect all documents that were relevant to sexual violence on the CRU campus. The researcher referred to Lee and Wong's (2019) systematic research on learning the current state of sexual violence policies and related administrative documents in Canada via a thorough website search. For the analysis, Lee and Wong (2019) interpreted the findings from four aspects, including policy comprehensiveness, campus support, presence of a sexual violence information webpage, and a comprehensive sexual violence information webpage. It was noteworthy that the terms *sexual violence*, *sexual assault*, *sexual harassment*, and *sexual misconduct* were used interchangeably in their study, as universities tended to refer to all terms without having a generalised term in this regard.

Accordingly, the CRU is also in the process of updating its umbrella term from *sexual assault* to *sexual violence*; therefore, *sexual assault* and *sexual violence* are interchangeable in its

documents. The researcher did a thorough search on the CRU website, by searching terms *sexual violence* and *sexual assault*, and two sets of documents were collected. Policies, procedures, and webpages were deemed relevant if they touched on any concepts under the umbrella term *sexual violence*. Table 4.1 shows all policies and procedures of the CRU that are focused on sexual violence prevention and response. Many terms are being used in the CRU's documents that are relevant to sexual violence prevention on campus from *sexual violence, sexual assault, sexual misconduct, sexual harassment, safe disclosure,* to *violence*. Table 4.2 lists a variety of webpage documents that provided information and news of sexual violence educational programmes on the CRU campus. To be noted here, tabs for locating the documents require usually two to three clicks from the home page of the CRU website. For brevity and confidentiality, tabs presented in the narration and in Table 4.1 represent the tab name that one lands upon following the final click.

Document Characteristics

This section describes the characteristics shown in the two sets of documents regarding the CRU's sexual violence interventions and preventions.

Sexual Violence Interventions

The first set of documents are interventions that are designed to respond to sexual violence on the CRU campus, which include one overarching policy, four associated policies, two policy procedures, and five related guidance documents (see Table 4.1).

Overarching Policy. *Sexual Assault Prevention Policy*, published on December 14, 2015, is the first policy at the CRU offering "a framework and firm commitment to prevention, education, awareness, and to fostering engagement from the university community to enable its members to recognize and to help prevent sexual assault and sexual misconduct on campus"

(CRU, 2015b, sec.2, para.2) with the ultimate goal of providing "a healthy, positive, and safe learning, living, social, recreational, and working environment free of sexual assault and sexual misconduct" (CRU, 2015b, sec.2, para.1). Many sexual violence behaviours and concepts are explained in this overarching policy, including *sexual assault*, *sexual misconduct*, *sexual harassment*, *consent*, *coercion*, and *stalking*. Furthermore, this policy states its scope of targeted audiences, the behaviours of concern, the university's commitment to sexual violence prevention and response, the university members' responsibilities to sexual violence prevention and response, and rules to protect confidentiality. Detailed procedures are accessible by clicking the link of *Sexual Assault Procedures*; included is a "Non-compliance" section with links to *The Standard of Student Conduct in Non-Academic Matters*, *The University Act*, and *The Province Employment Act*. This policy can be found by searching *sexual violence* or *sexual assault* on the university website or locating tabs of "Health, Safety and Environment" or "University Policies". All members of the university community are covered by this overarching policy.

Associated Policies. Four associated policies complement the overarching policy regarding sexual violence prevention on the CRU campus. *The Standard of Student Conduct in Non-Academic Matters*, which was first launched in 2016, focuses on all students in the university and responds to students' sexual misconduct. This policy's purpose, scope, expectations for students conduct, and detailed procedures for resolutions of complaints are described. It is be located under the "Non-academic Misconduct" tab on the university website. *Discrimination and Harassment Prevention Policy* was first publicised on December 1, 1998 and is applicable to all members of the university community with a primary focus on discrimination including sex, race, and religion and harassment behaviours on campus. Later on, it was amended five times, with the last revision in 2014, when the policy was expanded to cover

sexual harassment. Similar to *Sexual Assault Prevention Policy*, this policy states its scope of targeted audiences, behaviours of concern, the university's commitment and university members' responsibilities regarding discrimination and harassment prevention and response, non-compliance, and definitions including sexual harassment. *Policy Procedures on Discrimination and Harassment* expands upon the policy by providing detailed procedures. It can be found in the "Health, Safety and Environment" tab on the university website. *Safe Disclosure Policy* concerns all members of the university community and was published on July 29, 2014, aiming to provide safe disclosure for complainants regarding safety on campus. This policy does not address sexual violence in detail, but it includes sexual violence as one of the misbehaviours that can harm safety on campus. It can be found in the "Governance and Legal" tab. *Violence Prevention Policy* was first launched on June 23, 2000, and then revised three times until November 7, 2017; its main focus is on preventing violence on campus for all members of the university community, including sexual violence. This policy can be found in the "Health, Safety and Environment" tab on the university website.

Policy Procedures. Two policy procedures provide protocols and detailed measures in accordance with the overarching and associated policies for sexual violence prevention on the CRU campus. *Sexual Assault Procedures* is a supplementary document of *Sexual Assault Prevention Policy*, listing four sections in response to sexual violence in detail regarding disclosing, reporting, filing a complaint, and accessing links to resources on and off campus for victims and bystanders of sexual violence. This procedure can be located using two tabs, labelled "Procedures" and "Procedures and Guidelines Section". *Policy Procedures on Discrimination and Harassment* lists procedures for victims who need to file a complaint or a charge regarding harassment. The policy, which includes all members of the university community, is a

supplementary document of the *Discrimination and Harassment Prevention Policy*. Sexual harassment is not the focus of this document but is included. Information on sexual harassment can be found under tabs of "Related Procedures" and "Supports Are Available" on the CRU website.

Other Guidance Documents. *The University Act, 1995* is a governing document of the CRU that relates to all members of the university community. *The University Act* is referred to in the "Non-compliance" section in *Sexual Assault Prevention Policy and* gives the university president the right to suspend a student who has displayed behaviours that are considered misconduct. This act can also be found under the "Governing Documents" tab on the university website. *The Province Employment Act* is a provincial policy for all employers and employees in the province and explains situations where an employee may need leave from work due to experiences of sexual violence. It is referred to in the "Non-compliance" section in *Sexual Assault Prevention Policy*.

Discrimination and Harassment Prevention is a guidance document for staff and faculty at the CRU, touching on sexual harassment definitions and detailed contact information for victims and bystanders on campus to report sexual harassment. This document can be found under the tabs "Workplace Health and Safety" and "Procedures and guidelines section". There are webpages listing *Residence Related Documents Regarding Sexual Violence Prevention* to provide students who are living in the residence information about residence regulations and services. The *Residence Handbook* explains expectations regarding sexual conduct in residence and offers contact information for students who need support. The *Community Standards* introduces definitions of sexual violence behaviours, the process of responding to sexual violence in residence, levels of violations and sanctions, and contact information for further

assistance. These documents can be found under the "Residence" tab on the university website. The *Assistive Guide in the Adjudication of Allegations of Sexual Assault* was implemented on April 21, 2018, and provides guidance for university members who attend a hearing panel; the guide informs members on how to prepare for a hearing and what to expect in a hearing. This information can be located in the "Non-academic Misconduct" tab on the CRU website. In order to maintain confidentiality, online links to actual documents are not included in the table.

Table 4.1

Sexual Violence Intervention Policies and Procedures

Document Name[1]	Publish/ Revise Time	Authors/ Offices	Behaviour Addressed	Targeted Audiences	Website Access/Tabs[2]	Referral to Other Documents or Resources
Sexual Assault Prevention Policy	Dec 14, 2015	Board of Governors	Sexual assault, sexual misconduct, sexual harassment, consent, coercion, stalking	All members of the university community	1. Health, Safety and Environment 2. University Policies	Sexual Assault Procedures; The University Act; The Standard of Student Conduct in Non-Academic Matters; The Province Employment Act; Discrimination and Harassment Prevention Policy; Safe Disclosure Policy; Violence Prevention Policy
Sexual Assault Procedures	N/S[3]	N/S	Sexual assault, sexual misconduct	All members of the university community	1. Procedures 2. Procedures and guidelines section	Sexual Assault Prevention Policy
The Standard of Student Conduct in Non-Academic Matters	2016 (First Approved in October 2008, with minor revisions in April 2010 and October 2012)	University Senate	Sexual misconduct	All students in the university	Non-academic Misconduct	The University Act; Assistive Guide in the Adjudication of Allegations of Sexual Assault

Discrimination and Harassment Prevention Policy	Dec 1, 1998 (Amended : Mar 30, 2001 / Jan 31, 2003 / May 2, 2008 / Mar 5, 2013 / Mar 18, 2014)	Board of Governors	Sexual harassment	All members of the university community	Health, Safety and Environment	Discrimination and Harassment Prevention; The Standard of Student Conduct in Non-Academic Matters; Policy Procedures on Discrimination and Harassment; Violence Prevention Policy
Policy Procedures on Discrimination and Harassment	N/S	N/S	Sexual harassment	All members of the university community	1. Related Procedures 2. Supports Are Available	Sexual Assault Prevention Policy
Safe Disclosure Policy	Jul 29, 2014	Board of Governors University Council	Sexual violence	All members of the university community	Governance and Legal	Sexual Assault Prevention Policy; Discrimination and Harassment Prevention Policy; Policy Procedures on Discrimination and Harassment; The Standard of Student Conduct in Non-Academic Matters
Violence Prevention Policy	Jun 23, 2000 (Feb 1, 2005 / Mar 5, 2013 / Nov 7, 2017)	Board of Governors	Sexual violence	All members of the university community	Health, Safety and Environment	Sexual Assault Prevention Policy; Discrimination and Harassment Prevention Policy; The Standard of Student Conduct in Non-Academic Matters; Discrimination and Harassment Prevention Policy
Residence Related Documents Regarding Sexual Violence Prevention	N/S	N/S	Sexual harassment, sexual assault	Students who are living in the residence	1. Residence Handbook 2. Community Standards	Contact numbers of support services on and off campus
The University Act	1995	The University	Sexual assault	All members of the university community	Governing Documents	Sexual Assault Prevention Policy

The Province Employment Act	N/S	N/S	Sexual violence	All employers and employees in the Province	Sexual Assault Prevention Policy – Non-compliance section	Sexual Assault Prevention Policy
Discrimination and Harassment Prevention	N/S	Discrimina-tion and Harassment Prevention Services	Sexual harassment	Staff and faculty	1. Workplace Health and Safety 2. Procedures and guidelines section	Discrimination and Harassment Prevention Policy; Policy Procedures on Discrimination and Harassment
Assistive Guide in the Adjudication of Allegations of Sexual Assault	Apr 21, 2018	University Senate	Sexual misconduct	University members who will be the panel in a hearing	Non-academic Misconduct	The Standard of Student Conduct in Non-Academic Matters

Note. [1.] These documents have been named with pseudonyms to protect the confidentiality of the CRU. [2.] For the column named Website Access/Tabs, the tabs in the table have been simplified to show the final landing page on the CRU website for brevity and confidentiality. Actual URL links to documents are not provided to ensure confidentiality. [3.] Where the information was not provided or not explicitly included, the term N/S is used to indicate that the information is Not Specified.

Sexual Violence Preventions

The second set of documents are preventions focused on improving sexual violence knowledge and preventing it from happening on the CRU campus. A variety of documents were collected (see Table 4.2) including: 1) educational information webpages that aim to educate members of the university community about sexual violence knowledge and resources, 2) educational programme webpages that introduce events on campus to prevent and respond to sexual violence, 3) university news that announce events and news items related to sexual violence programming on campus.

Educational Information Webpages. Seven documents fell into this category. Webpages of *Seek Help and Support After Experiencing Sexual Violence*, *Reporting Sexual*

Violence, and *Making a Formal Complaint of Sexual Violence* are all drawn from *Sexual Assault Procedures* with different foci. *Seek Help and Support After Experiencing Sexual Violence* provides information on help and support resources on campus for students and employees who have been exposed to sexual violence, medical resources for sexual violence incidents, and key information on how to respond to disclosures of sexual violence. *Reporting Sexual Violence* briefly introduces options of reporting and what will happen after reporting. *Making a Formal Complaint of Sexual Violence* briefly specifies different responses and rights to withdraw a complaint depending on whether the accused person is a student or an employee of the university, or someone who is not affiliated with the university. *Self-help Articles* is a comprehensive webpage to help students educate themselves in various situations from physical to mental health. Sexual violence is touched on in the physical health section with referrals to webpages of *Seek Help and Support After Experiencing Sexual Violence*, *Reporting Sexual Violence*, and *Making a Formal Complaint of Sexual Violence* mentioned above. The explanation of related sexual violence behaviours, videos on rising awareness of sexual violence, information regarding bystander intervention strategies and upcoming workshops are listed on both *Sexual Assault Educate Yourself* and *Sexual Violence Prevention and Response* pages. Links to on and off campus support services and self-defence and prevention strategies are presented on the webpage of *Sexual Violence Prevention and Response*. *Safety* is a general page introducing all resources available for students regarding their safety on campus; information includes the safe walk programme, a document downloadable that features emergency contacts, safety tips, personal safety tools, and maps; and university protective services information. Links to the *Discrimination and Harassment Prevention Policy* and the *Sexual Assault Educate Yourself* webpage are closely associated with sexual violence interventions on the CRU campus.

Educational Programme Webpages. The researcher found four webpages containing information regarding educational programmes that had happened on the CRU campus that were still on the website at the time of searching. These documents are all from 2020 and mostly introduce the general information and links to register for the meeting, and/or the access to the online meeting available to all university members. *Bringing in the Bystander* page on November 24, 2020, has a brief introduction and pertinent information for a one-time workshop. The same programme was also listed on a webpage of February 25, 2020. The *Lunch and Learn - Launch of Sexual Violence Prevention and Response Online Learning Modules* page on October 14, 2020, is an announcement of the launching of the *Sexual Violence Prevention and Response Online Learning Modules* with a registration link and access link to the one-time workshop. The *Sexual Violence Awareness Week* page lists activities in the week of September 21 to September 25, 2020, with registration links for online workshops (*Bringing in the Bystander*; *Sexual Assault Awareness Week Online Speaker Series*), and educational webpages (*Sexual Assault Prevention Policy*; *How to Seek Help and Support After Experiencing Sexual Violence*; *How to Report Sexual Violence*; *How to Make a Formal Complaint of Sexual Violence*).

University News Webpages. The researcher found 11 webpages of university news related to sexual violence interventions on the CRU website from the earliest dated November 21, 2014, to the latest on May 5, 2020. These documents are either from the Students' Union news archives or the university media news announcing sexual violence prevention policies and educational programmes. See more details in Table 4.2.

Other Documents. When the researcher searched the CRU website, there were other documents on the sexual violence topic, including book chapters of sexual violence content, previous graduate students' theses or dissertations related to sexual violence, and links to

provincial or national news on the topic of sexual violence. These documents are not closely connected with sexual violence interventions and preventions of this study. While these documents focus on the research area, they are not directly related to these research questions and therefore are not described in detail or considered in the analysis of this thesis.

Table 4.2

Webpages of Sexual Violent Prevention Programmes

Document Name[1]	Time	Document Type	Targeted Audiences	Information Addressed
Seek Help and Support After Experiencing Sexual Violence	N/S[2]	Educational information webpage	All members of the university community	A condensed version of *Sexual Assault Procedures* focusing on resources and supports for students and employees; medication information; guidance for attitudes toward sexual violence victims.
Reporting Sexual Violence	N/S	Educational information webpage	All members of the university community	A condensed version of *Sexual Assault Procedures* focusing on reporting options (university or municipal police/RCMP) and general information of what happens after reporting sexual violence.
Making a Formal Complaint of Sexual Violence	N/S	Educational information webpage	All members of the university community	A condensed version of *Sexual Assault Procedures* focusing on the formal university disciplinary process, which includes situations of the accused person being students, employees, or neither; rights to withdraw a complaint; and confidentiality.
Self-help Articles	N/S	Educational information webpage	All members of the university community, mainly for students	In the Physical Health part, it links to sexual violence webpages of *Reporting Sexual Violence*, *Seek Help and Support After Experiencing Sexual Violence*, and *Making a Formal Complaint of Sexual Violence*.
Safety	N/S	Educational information webpage	All members of the university community, mainly for students	A main page introducing all resources available for students regarding their safety on campus: Safe walk programme; application download that features emergency contacts, safety tips, personal safety tools, and maps; University protective services; links to *Discrimination and Harassment Prevention Policy* and *Sexual Assault Educate Yourself* webpage.
Sexual Assault Educate Yourself	N/S	Educational information webpage	All members of the university community, mainly for students	A comprehensive webpage offering general information of sexual violence, including explanations and videos of related concepts and behaviours, videos of advocacy and reacting to sexual assault, bystander intervention strategies, and upcoming workshop information.

Sexual Violence Prevention and Response	N/S	Educational information webpage	All members of the university community, mainly for students	A comprehensive webpage that is similar to *Sexual Assault Educate Yourself*, with extra information of links to on and off-campus support services and self-defence and prevention strategies.
Bringing in the Bystander	Nov 24, 2020	Educational programme webpage	All members of the university community	Listed information, time, and link of joining the *Bringing in the Bystander* workshop.
Lunch and Learn - Launch of Sexual Violence Prevention and Response Online Learning Modules	Oct 14, 2020	Educational programme webpage	All members of the university community	An announcement for an online workshop to introduce the training programme: *Sexual Violence Prevention and Response Online Learning Modules*, and how to access them.
Sexual Violence Awareness Week	Sep 21 – Sep 25, 2020	Educational programme webpage	All members of the university community, mainly for students	Listed a variety of links for online workshops (*Bringing in the Bystander*; S*exual Assault Awareness Week Online Speaker Series*), and university webpages (*Sexual Assault Prevention Policy; How to Seek Help and Support After Experiencing Sexual Violence; How to Report Sexual Violence; How to Make a Formal Complaint of Sexual Violence*).
Bringing in the Bystander	Feb 25, 2020	Educational programme webpage	All members of the university community	Listed information, time, and link of joining the *Bringing in the Bystander* workshop.
Sexual Assault Services of Baseline Study	May 5, 2020	News & events page of one college on campus	All members of the university community	Listed a variety of external documents and news on national and provincial sites regarding sexual violence.
Changing Campus Culture: Evaluating Sexual Violence Prevention Programming on Campus	Jan 23, 2020	News & events page of one college on campus	All members of the university community and the public	A page introducing a workshop that is a part of a department's or college's monthly colloquium series.
Sexual Assault Awareness	Sep 2019	News & events page of Students' Union	All students in the university	Listed Students' Union's past news, events, and workshops about sexual violence.
Sexual Assault Awareness Week	Sep 10, 2018	News & events page of Students' Union	All students in the university	Listed Students' Union's past news, events, and workshops about sexual violence.

Sexual Violence Prevention and Response Training Released for University Community	Oct 15, 2020	University news	All members of the university community	A piece of university news addressing the significance of sexual violence prevention and response and reference to the released training programme for both students and employees.
#MeToo Movement Needs to Be More Inclusive—University Study	Aug 19, 2020	University news	All members of the university community	A piece of university news introducing the research done by university graduate students regarding sexual violence in higher education that is linked to their paper.
Expert to Speak at the University on Rape and Sexual Harassment	Feb 2, 2018	University news	All members of the university community	A piece of university news announcing a lecture to the public about rape and sexual harassment hosted by the university.
University Begin Bystander Intervention Training	Sep 8, 2017	University news	All members of the university community	A piece of university news announcing bystander intervention training in alignment with the university's approach to combating sexual assault.
Sexual Assault Awareness Week Launches	Sep 26, 2016	University news	All members of the university community	A piece of university news announcing that sexual assault awareness week launches at the university.
Sexual Assault Awareness Week at the University	Sep 21, 2015	University news	All members of the university community	A piece of university news listing a variety of activities for sexual assault prevention, and also gathering feedback to launch a *Sexual Assault Prevention Policy*.
Sexual Assault Prevention and Response at the University	Nov 21, 2014	University news	All members of the university community	A piece of university news listing a series of internal and external resources to protect university community members' sexual safety on campus to date.

Note. [1.] These documents have been named with pseudonyms to protect the confidentiality of the CRU. [2.] Where the information was not provided or not explicitly included, the term N/S is used to indicate that the information is Not Specified.

Semi-structured Interviews

After following the screening criterion of recruiting students with a minimum one year study experience at the CRU, eight one-on-one 60-minute interviews with open-ended questions were conducted to explore how students felt about current interventions and preventions on sexual violence and what their perspectives were regarding further improvement for better

campus sexual safety in IHEs. Even though the recruitment had no gender restrictions for participants from the CRU, seven female participants and one non-binary participant were interviewed, and no male students reached out for this research. As a result, the interview data managed to cover a diversity of study levels (undergraduate, master's, PhD levels) and demographic backgrounds (domestic and international students) with most participants having related experiences with sexual violence prevention programmes. This section presents the findings of interviews in three domains: students' understanding, students' experiences, and students' suggestions regarding the research purpose and research questions of this study.

Students' Understanding

Since literature shows that sexual violence remains a serious issue at present influencing the campus sexual safety for female students in IHEs (Breitenbecher & Scarce, 1999) despite various interventions and preventions conducted by the IHEs (see for example, Kerner et al., 2017; Marshall et al., 2014; Worthen & Wallace, 2017). Given this discrepancy, it is essential to explore how students understand sexual violence and its prevalence and influences on IHE campuses to further comprehend student perspectives.

The Term of 'Sexual Violence'

The researcher proposed an interview question to explore participants' understanding of the term 'sexual violence', to which all eight participants answered in a quite comprehensive way. For those who attended educational programmes on sexual violence on campus, they acknowledged that sexual violence was an umbrella term encompassing a variety of behaviours from *rape* to *sexual assault, sexual abuse,* and *sexual harassment* to *stalking* and *trafficking,* and more. AH and Sarah specifically pointed out that sexual violence included *blackmailing* by threatening to expose personal privacies and *cyber sexual harassment*. All eight participants

addressed the importance of *consent* regarding any form of sexually related activity that was counter to someone's willingness. Moreover, all participants called for actions on reacting to sexual violence behaviours, including *unwilling touching* or *suggestive language*.

It is worth noting that "low-severity" has been used in literature referring to incomplete sexual violence incidents and/or non-fatal accidents (Rubineau & Jaswal, 2017, p.33). As this research aimed to address a broader scope of sexual offenses that impair campus sexual safety for students in IHEs, the researcher used "sexual violence incidents where no physical injuries were sustained or reported" to include what participants referred to as minor sexual violence behaviours where no tangible injuries could be assessed.

The Prevalence of Sexual Violence

Regarding the understanding of prevalence of sexual violence on campus, participants had various viewpoints based on their different situations. AH had most of her programme at the CRU delivered remotely due to COVID-19; she felt sexual violence was not a prevalent topic on campus, whilst data from other participants held the opposite opinion. Firstly, Azar, Jose, Kerry, and Tianqi all had personal sexual violence experience on campus. Secondly, both Q and Sarah revealed that they had heard about sexual violence incidents on campus from university newsletters. Tianqi strongly believed that 90% of female students could face sexual violence on campus and some male students could too, but she did not reveal the source of her beliefs. In addition, some participants expressed that low awareness of sexual violence on campus caused stereotypes, stigma, and more prevalence; this lack of awareness also could lead to the victim-blaming norm. It was believed by Anna, Jose, Kerry, Q, and Tianqi that the university environment was discreet when it came to sexual violence on campus, which made people on campus feel sexual violence was far removed from them. Also, some participants disclosed their

concerns regarding the university's responses to sexual violence incidents where no physical injuries were sustained or reported.

> We don't talk much about sexual violence on campus, I think it's about cultural shame. When no incidents happen, we don't advertise resources and supports for sexual violence on campus. (Q)
>
> Normally, we just keep in silence especially for things are not physical violence, which is not good. (Tianqi)

They felt that only incidents as severe as rape would trigger attention and discussion on higher education campuses at the moment. They believed that more people needed to speak up about campus sexual safety, even though some incidents may not cause severe physical injuries.

The Influences of Sexual Violence

Some participants touched on sexual violence's negative impacts on students who might have experienced sexual violence. Both AH and Sarah worried about the burden that sexual violence caused for students' academic performance and the possibility that these experiences may influence students' dropout rate at university. Sarah and Tianqi were concerned about the mental and emotional distress for victims, which might bring trauma in their personal lives and lead to unhappy and problematic relationships. Furthermore, AH pointed out sexual violence had long-lasting impacts:

> It's probably the worst kind of violation that someone could experience, and it has long-lasting effects on people.
>
> So, what do you do when it happens? There isn't much information about it online, nobody really talks about it. Even in the media, it's kind of being portraited as it's the end (when it happens). Obviously, it's not the end as you keep living.

Therefore, she felt that students were not given sufficient information and education regarding ways to address the long-lasting effects of sexual violence.

Students' Experiences

This research aimed to explore participants' voices and ensure they are heard in terms of enhancing further campus sexual safety for students in IHEs. This section describes students' experiences of accessing related educational programmes, services, and policies on the CRU campus, including some of the students' comments regarding this issue. A comprehensive picture of how students perceive existing sexual violence interventions and preventions in IHEs is described.

Educational Programmes

Based on the interview data, participants had more knowledge and information about educational programmes compared to policies and support services regarding sexual violence preventions on the CRU campus. This section examines participants' experiences in this regard and specifies participants' comments on existing educational programmes on sexual violence prevention on the CRU campus. Table 4.3 concludes all participants' related experiences in brief.

Table 4.3

Participants' Experiences of Educational Programmes on Campus

Name	Educational Programme(s) on Campus Attended	Source of Programmes	Audiences Targeted	Duration	Format	Topics Covered[1]
AH	A webinar series session	Newsfeed in the university online system	University community members	About 1 hour	Online delivery	1) Different forms of sexual violence; 2) Explicit and implicit consent indications; 3) Support services on campus; 4) Aspects for future improvement; 5) Perspectives in supporting victims

Anna	Bystander workshops for staff in residence; An online training course	Position as a resident administrator	Staff in residence; University community members	2-3 hours with breaks; About 4-6 hours	In person and online delivery	1) Different forms of sexual violence; 2) Explicit and implicit consent indications; 3) Protocols to approach and assist victims; 4) Bystander support; 5) Support services on campus
Azar	A bystander intervention workshop	A friend on campus	University community members	About 1 hour	In person	1) Different forms of sexual violence; 2) Explicit and implicit consent indications;
Jose	A sexuality psychology course	An elective course for degree	Psychology majored students	During the term	In person	1) Nuances and problems of sex education and sexual violence in Canadian context; 2) Different forms of sexual violence; 3) Intimate relationship sexual violence, and body language; 4) Support services on campus
Q	Interactive PowerPoint training sessions; A bystander intervention workshop	Position as a peer support	Peer support volunteers; University community members	Unclear	In person and online delivery	1) Different forms of sexual violence; 2) Explicit and implicit consent indications; 3) Bystander support; 4) Approaches in supporting victims; 5) Support services on campus
Sarah	Webinar series sessions	Newsfeed in the university online system	University community members	About 1 hour	Online delivery	1) Different forms of sexual violence; 2) Explicit and implicit consent indications; 3) Sexual violence recovery

Note. [1.] A further description of topics appeared previously in this chapter and in Chapter 2.

Because Kerry and Tianqi did not attend any educational programmes on campus, they are not included in the above table. Both of them indicated that they had heard of education programmes on sexual violence prevention on campus but never participated in any. Kerry mentioned that she read about them in the newsfeed through the university online system, but they were not "*eye-catching*". Tianqi did not confirm her sources of knowing. When they were asked about the reasons why they did not attend, they both mentioned that they had busy schedules, and they noted that they did not really trust the programme. Kerry was older than her peers after a two-year academic break and identified that she no longer belonged to the group of young students who were keen on partying or drinking. Therefore, Kerry felt the educational

programmes would not be applicable or worth her time to participate in due to her unusual experience in an undergraduate programme. On the other hand, Tianqi believed that sexual violence could not be avoided as it is "*a humanity thing*", and furthermore, she was sceptical about the effectiveness of educational programmes on campus.

There were assorted educational programmes on sexual violence prevention attended by the participants. AH and Sarah participated in webinar series sessions that they heard about via newsfeeds in the university online system. Such webinar series usually took one hour per session and were focused on all members at the CRU including students, faculty, and staff. Based on what AH and Sarah shared, different forms of sexual violence and explicit and implicit consent indications were addressed in the attended sessions, from severe behaviours such as *rape, sexual assault, sexual harassment, sexual misconduct* to sexual violence incidents where no physical injuries were sustained or reported such as *stalking, trafficking*, and *cyber sexual violence*. More details were introduced in the *Terms Used in The Literature* section in Chapter 2.

In the one-hour session that AH attended, various aspects were touched on, including "*how to be a good support to someone who went through that*" and "*what the university programmes are, what their stances are, what things they should improve on, etc."* Moreover, AH confirmed that the facilitators pointed out the necessity of further improvement of existing programmes:

> For the improvement part, they had a guest lecturer talking about gender differences such as how it could affect men just as it affects women, how First Nations women were in a vulnerable place regarding sexual violence, and how to be a good support for someone who experienced sexual violence.

Sarah mentioned that predictors of resilience and the impact on victims' recovery were touched on in the webinar sessions she attended.

Azar went to one bystander workshop in person in her first year of study at the CRU, which focused on all students, faculty, and staff on campus; this session lasted approximately one hour. The reason why she participated in that session was because a Canadian friend recommended it to her when she was confused and scared after experiencing a sexual violence incident with a professor. As Azar was from a relatively more conservative country, she expressed her feelings about that workshop as being an "*alien*" with miscellaneous information that was hard for her to follow. However, she confirmed that it was overall an informative session for her to get familiar with related sexual violence concepts and opened the gate for more of her learnings in the future.

Anna, as a resident administrator, took part in various bystander workshops and learned how to identify sexual violence, react to victims, and refer victims who needed help to access support services. These sessions were very relevant due to her resident administrator position on campus. The training was mandatory and targeted staff working in residence; the training usually happened two to three times a year but was delivered just once in 2020 due to COVID-19. Anna's training in the resident administrator position was overall two to three hours long with breaks. Beyond this, Anna also took an online training course that was open to the entire community on sexual violence preventions offered by the CRU out of her own intertest. That course was about four to six hours long and included PowerPoint slides narrated by professionals on the topic. Anna received the sexual violence concepts and bystander support information offered on campus from this online training course.

Similar to Anna, Q was involved in a peer support position at the Women's Centre on campus; therefore, they were required to take trainings on sexual violence, which was delivered online with interactive quizzes. The content of their training focused on the Women's Centre's information and duties, educating regarding consent, the process for supporting victims who reached out, and procedures for making referrals to support services with victims. Q did not reveal the duration of their mandatory training but confirmed that it was only open for peer support volunteers at the Women's Centre. In addition, Q participated in a bystander workshop that was for all university community members, in which they learned actions for supporting as a bystander through example scenarios and information regarding referrals to support services on campus.

Jose registered in an elective course on sexuality psychology for her degree credits in one term. That course focused on the Canadian context. In addition to progressive sexual violence concepts and consent, she learned about various nuances and problems in current Canadian society, including insufficient sex education and existing problems in the provincial education and health care system. The course also addressed sexual violence in intimate relationships and referrals to support services offered on the CRU campus.

Services

From interview data, support services for sexual violence victims on the CRU campus were not well-known by participants. University newsfeeds and emails were the main source for students to learn about such services on campus. Some educational programmes covered referral information about relevant resources on campus, but no participants had any systematic knowledge about what services were offered and how to access such services on campus. The Wellness Centre was the most recognised service that provided supports for victims on campus,

and some participants knew that students could access some emotional counselling at the Centre. However, most participants were unaware of its specific roles and functions. For instance, Anna only knew some brief information regarding sexual violence help on campus: "*I can think about one is the Wellness Centre. For university resources, I know that you go to some staff in case you are a victim.*" Campus Police and its related programmes were recognised services by some participants for sexual violence prevention. Peer Health and Peer Support were identified by Azar and Q respectively based on their volunteer experiences. Meanwhile, the way for Azar, Kerry, and Tianqi to know about support services was through their personal sexual violence experiences: Azar accessed the Wellness Centre, Kerry and Tianqi accessed the Campus Police. It was worth noting that students were still confused about the roles and functions of services on campus after accessing them or knowing about them for a long time. When the researcher posed the question about information and access to sexual violence support services on campus, Tianqi answered immediately: "*I don't know any of that*". On the other hand, Sarah, as a student who had been on campus over eight years since her undergraduate study, knew many services on campus but failed to make the connection between those services and sexual violence.

Policies

Sexual violence interventions policies were the least known component in students' experiences. Azar and Tianqi had looked up and read about some policies on the CRU website that focused on sexual violence after their personal sexual violence incidents to learn more about processes and procedures. The rest of the participants declared that they knew nothing about related policies and administrative documents, and the educational programmes that they attended did not highlight such information. However, Anna, Sarah, and Tianqi expressed some interest in participating in sessions such as workshops to learn more about related policies.

Comments

During the interview data collection, both positive and negative comments were made by participants regarding educational programmes, services, and policies focused on sexual violence interventions and preventions on the CRU campus. For the existing educational programmes, most participants believed that they served to inform campuses regarding sexual violence by educating students and staff on related concepts and the various forms of consent. The lists of related information on the university website were also helpful. Specifically, AH and Anna both mentioned that the educational programmes they attended addressed bystanders' roles in intervening and supporting when sexual violence happened, which could be beneficial for easing the victim-blaming norm on campus. Q also appreciated the good organisation of various workshops and in-person sexual violence educational booths in the public area on campus for students before COVID-19.

On the other hand, many participants raised troubling issues in existing educational programmes. First, examples in the programmes were outdated, which were not applicable to the different needs of students. Azar said: "*But they didn't say more applicable examples for more mature students with more subtle or complicated situations, for example, what students should do to deal with some situation with a professor like what I experienced*?" Meanwhile, Anna was unsatisfied with the examples in the sessions she attended as all victims in the examples were female, which was not gender inclusive and not beneficial for raising full awareness. Second, the focus of programming relied more on general information rather than on ways to promote change and make campuses safer. Moreover, advertising strategies to reach students were not very effective. Sarah noticed the number of participants attending educational programmes tended to be small and the audiences appeared to be women, which seemed to be problematic in achieving

the university's goal of targeting all community members. Many participants described the current website and email advertising as "*hit or miss*" (Sarah) and the participants thought that the university should engage with students more effectively.

Regarding sexual violence support services and policies on the CRU campus, participants who had had sexual violence experiences got some help from some services afterwards, such as the Wellness Centre and Campus Police; as Tianqi said: "*The university did give me protection and help me feel better about the incident*". Many participants believed the university website contained assorted information about related services and policies, but they also revealed the struggle and frustration in identifying the correct services for what students needed because of the lack of information on the university website. Sarah had been on campus for over eight years and knew many services on campus, but she failed to connect these services with sexual violence support in the interview. Azar particularly mentioned her confusion of getting precise information to help others as a volunteer in Peer Health. Jose and Kerry felt that many university community members (staff, faculty, and students) do not really pay attention to or understand the prevalence and impact of sexual violence on campus, and the critical role of bystander support for victims on campus. Jose said: "*I'm pretty outspoken, but lots of people stay in silence about sexual violence because they would feel shameful and a lack of understanding and support*". In general, participants who had been on campus for a long time agreed that the university still had a long way to go for better campus sexual safety, while AH felt comfortable at the CRU considering most of her study time was conducted remotely. Q's words expressed a lot in this regard: "*We don't talk much about sexual violence on campus, I think it's about cultural shame. When no incidents happen, we don't advertise resources and supports for sexual violence on campus*". Last but not least, Tianqi pointed out a significant concern about the education and

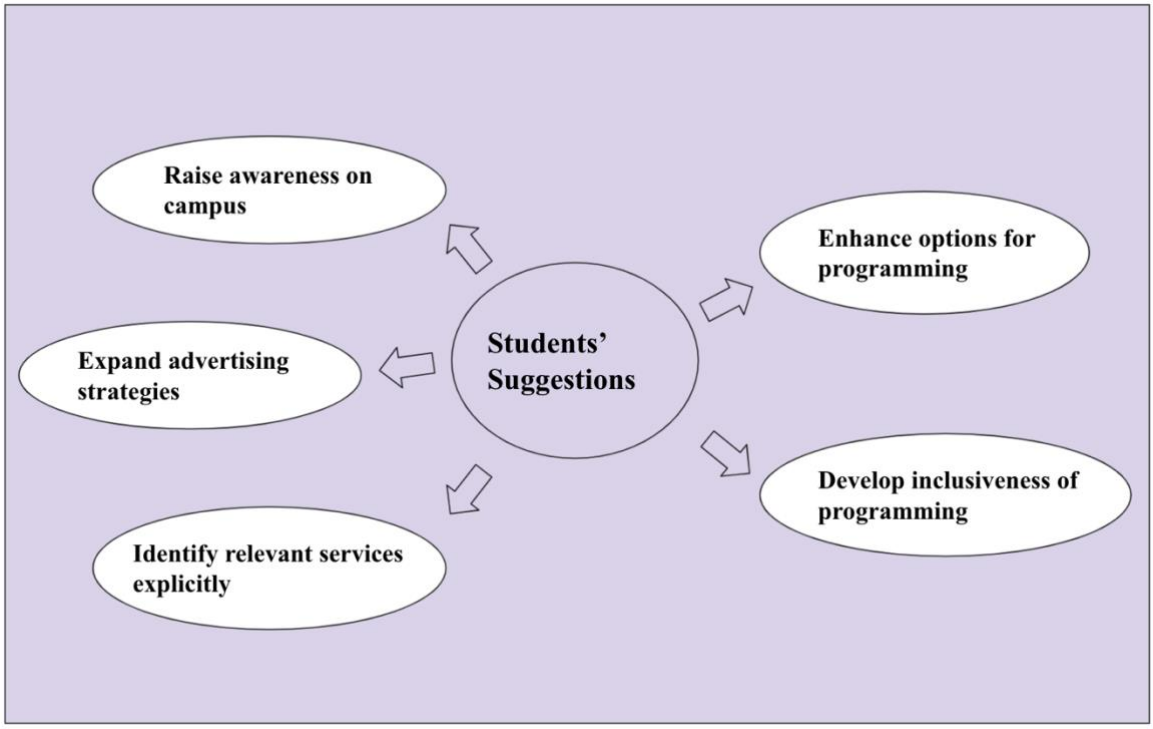
consequences for the perpetrators as she saw her perpetrator continue to harass others without having any negative consequences in his academic and personal life.

Students' Suggestions

After gaining perspectives of students' understanding and experiences in sexual violence and interventions and preventions implemented on the CRU campus, students revealed the need for improvement. Students also provided perspectives regarding the emergent issues, which are presented in this section in five themes: 1) raise awareness on campus, 2) expand advertising strategies, 3) enhance options for programming, 4) identify relevant services explicitly, and 5) develop inclusiveness of programming (see Figure 4.1). Since participants had no systematic knowledge of sexual violence interventions and preventions and did not distinguish between their purposes, these suggestions provided were meant to be applicable for both interventions and preventions. The five themes were organised to showcase more details regarding educational programmes, services, and policies on sexual violence on IHE campuses. In this section, student perspectives are highlighted for administrators in IHEs to consider for further improvement of both interventions and preventions to reach the ultimate goal of building a campus free of sexual violence.

Figure 4.1

Themes of Students' Suggestions for Further Improvement on Sexual Violence Interventions and Preventions



Raise Awareness on Campus

During the interviews, most participants felt many university community members (staff, faculty and students) do not really pay attention to or understand the prevalence and impact of sexual violence on campus, and the critical role of bystander support for victims on campus. Therefore, all of them addressed the significance of raising more awareness regarding sexual violence on campus. In addition to the general sexual violence concepts and forms of consent that educational programmes at the CRU had described, students suggested more aspects of sexual violence should be taught to help students combat the victim-blaming norm and stereotypes and stigma existing in people's views. Specifically, these aspects that were raised by students covered sexual violence in intimate relationships, sexual violence incidents where no physical injuries were sustained or reported, body language as sexual violence predictors, sexual discourse, cyber sexual violence, the statute of limitation in reporting, bystander confidence, and

more. Importantly, students argued that it was essential to explain the reasons behind the high rate of sexual violence incidence, so that university members could better understand the nature and impact of sexual violence:

> You can try informal culture change, but you can't create a culture without people realising or understanding why there needs to be a change. (Kerry)

When more people in IHEs have better sexual violence awareness, it is more likely to destigmatise sexual violence and form a more supportive environment on campus. Rather, without better awareness and supportive culture, sexual violence can be hard to defeat:

> … the external environment and education on sexual violence and boundary issues are more important because no matter how well a person protects themselves, they still are not safe. (Tianqi)

As indicated, students in the interviews called for more efforts in IHEs to raise awareness regarding sexual violence among university community members.

Expand Advertising Strategies

Expanding advertising strategies to attract a wider audience was a significant theme emerging from interview data. Prior to COVID-19, the CRU used to advertise information about educational programmes and services on sexual violence prevention by putting up physical posters in public areas and student lounges on campus. From time to time, there also used to be sexual violence educational booths partnering with related service centres in the city educating students regarding sexual violence on campus. Although some students doubted the effectiveness of these measures, they still hoped such initiatives could be in place after COVID-19 as "*all can be helpful*" (Anna). Sending massive emails and newsletters to students was one major method for the CRU to advertise sexual violence prevention initiatives and services, which was

recognised by the students, but they provided further advice to improve this practice. Firstly, all participants expressed their desire and need to receive such advertising emails and newsletters more regularly and they suggested that the advertising should be more focused on sexual violence content. Instead of combining sexual violence resources with a lot of other information in one email, they believed that a focused email could be more effective for students to read and determine whether they were able to participate in the advertised programmes. Secondly, there is a strong need to provide further direction; for example, the students requested a clear pathway such as a flowchart, highlighting various resources and services. Participants mentioned that it was hard for both new and senior students to identify and locate information with so many different resources and services offered on campus and on the CRU website. An organised flowchart with clear identification of different resources and services could benefit students tremendously; this clarity may lead to improved access and utilisation of these resources.

In addition, half of the participants emphasised the engagement of social media campaigns to reach more students. They suggested catering to millennials and Generation Z students' contemporary lifestyles and promoting educational information about sexual violence on social media, such as Instagram, Facebook, Tik-tok, and more. To achieve optimal effectiveness, IHEs could engage influential persons and/or knowledgeable professionals on sexual violence with university's social media channels. Students noted that such social media campaigns should be featured regularly and focused. Furthermore, some participants believed that "*the effective way will be professors and faculty reaching out to the widest audience*" (Sarah); accordingly, students proposed inviting professors and professional staff into classrooms to expand awareness of resources. Professors could add sexual violence resources, services, and especially policies in syllabi and address them when starting off a course, similar to the initial

discussions regarding academic integrity and Access and Equity Services. Additionally, professional staff could enter classrooms before class to promote existing educational programmes and services on campus to prevent and respond to sexual violence. With regard to this approach, Anna believed "*all can be helpful*" and Sarah argued "*just knowing the seriousness could help a lot of people*" and more advertising could be one of the ways to send such a message.

Enhance Options for Programming

Based on what participants shared in the interviews, it was clear that the limited choices of options in attending sexual violence prevention programmes discouraged their attendance. Regarding this concern, students offered perspectives on enhancing options for programming in terms of duration, format, and other logistical considerations. With respect to duration, most participants preferred multiple sessions in a consistent manner compared to separate single sessions. They understood how difficult it could be to fit every piece of useful information into a one-hour session; indeed, that could be too much information to be effective for attendees based on the nature of the topic. Therefore, many students saw the value of a series of related sessions delivered in separate time periods or days with each session lasting around one hour. To name a few examples given by students: a full-day workshop series, a registered credit or non-credit course with different modules lasting for a term, and a series of connected programmes lasting all year long. In this last example, participants of these educational programmes could learn more comprehensive information in detail while taking breaks in learning and being able to practice what they have learned over time. Yet, one participant Kerry voted for short online educational programmes. Kerry further explained her thoughts of being short with an example: the online educational programme could be delivered during a term; the programme could consist of a

series of progressive short sessions that lasted 15 minutes each, which require students to finish one session before moving to the next one. In this case, students could keep learning throughout the term during times that worked into their schedules.

Regarding formats of educational programmes, students tended to benefit from remote sessions due to the learning style during COVID-19. Some participants claimed that they liked the online sessions as there was more flexibility to access sessions easily from any location without rushing or commuting. Especially when it came to a tough topic such as sexual violence, students appreciated the space that the online environment provided when they could attend a session staying in a comfortable and secure spot and not showing their face if they did not want to. With the online meeting tools available and the experience of remote work, having discussions with peers in groups in an online environment was not a concern to people anymore. Some students had social anxiety; online programmes catered better to those students' needs. However, many students still acknowledged the value of in-person sessions with more straightforward interactions with people and would be willing to participate in person if that was the situation. Furthermore, most participants emphasised the request for change in the educational programmes: more interactive and practical examples should be provided. In this case, participants could practice in scenarios, and they would be more likely to use the knowledge and skills they learned regarding sexual violence and apply these skills in real life to protect themselves or others. With interactive examples shown in programmes, participants could learn other people's perspectives and deepen their understanding. It was worth noting that Sarah proposed the CRU should offer customised educational sessions to meet different student groups' needs. With this service, students could book one or more sessions in groups, focusing on what they particularly desired to learn.

In addition, setting mandatory requirements to take sexual violence educational training including information on programmes and policies was viewed favourably by most students in the interviews. As they explained, there were various mandatory trainings on ethics and laboratory safety included in students' academic programmes; such trainings on sexual violence aimed at improving students' safety should be a mandatory requirement:

> For the course I mentioned about, it should be mandatory and credited because it is good to have the general educative information for individuals and it also could be beneficial for students' future academic and personal development equipped with such knowledge. (Jose)
>
> I think a huge part is to make this education as a requirement for every student in every programme, which could have the biggest impact. (Kerry)
>
> You just have to force people to take it such as the mandatory safety training I did for my lab… This could be the best way to learn about policies. (Tianqi)

All in all, students with busy schedules would like to participate in more programmes and contribute to sexual violence prevention on campus but yearned for more options from which to choose.

Identify Relevant Services Explicitly

Based on the document analysis, the CRU had a variety of resources and services that could educate students with regard to sexual violence related information and support for sexual violence victims. However, from the interviews, it seemed that students had difficulty identifying connections between existing resources and their relevance to sexual violence interventions and preventions:

> In terms of the connection between these services and sexual violence awareness, it was not very accessible, as I knew about the services, but I didn't make the connection to sexual violence. (Sarah)

Accordingly, students emphasised the need to explicitly identify existing services that supported students' needs in terms of sexual violence. First, many participants called for education of sexual violence intervention policies because many students had no specific knowledge of related policies on campus. They believed that policy education could help raise sexual violence awareness on campus and prevent some incidents from happening. To outline the connection between support services and sexual violence, students also suggested engaging with new students' orientation activities. Secondly, since educational programmes were the main path for students to learn about sexual violence interventions and preventions, it was advised to link programmes systematically and explicitly with existing resources and supports on and off campus. The presentations should address the policies, resources, and services regarding sexual violence in detail, instead of simply listing the types of supports available.

Furthermore, a majority of participants urged that support services on post-violence situations should be enhanced further:

> So, what do you do when it happens? There isn't much information about it online, nobody really talks about it. Even in the media, it's kind of being portrayed as it's the end (when it happens). Obviously, it's not the end as you keep living. (AH)

AH also explained: "*I understand prevention is the number one key, but I would like to see a bit more focus on what people can do if it happens*". This statement reminds administrators in IHEs to pay close attention to the vast needs of post-violence support for their students. Many students touched on their confusion in reporting requirements and procedures, which meant they had no

clear idea about how to handle reporting, what time limits existed for reporting, and how to protect their confidentiality. Even the students who had sexual violence reporting experience were still unsure about what their rights were. In addition, since victims already had traumatic experiences, their needs of sexual violence recovery were extremely important. Students believed that it was necessary for support staff on campus to receive practical professional training to help with victims' healing instead of "*going through papers and policies*" (Jose). Notably, in order to really help victims and prevent future sexual violence as much as possible, Tianqi advocated for legitimate attention to perpetrators' education and consequences. If only the victims were helped and protected but perpetrators received no consequences, support services were considered to be less effective, according to Tianqi.

Develop Inclusiveness of Programming

Students from the interviews provided their insights and suggestions to develop the inclusiveness of the educational programmes' content, as the CRU is a university with a diverse student population and divergent student needs. In order to create a safer and more welcoming campus, students advised that an inclusive approach should be further developed that accommodated the needs of international students, mature students, Indigenous students, and LGBTQ2S+ students.

As a mature international student, Azar strongly expressed her confusion and frustration at the bystander workshop she attended and her challenges as a Peer Health volunteer position. She never received any kind of educational information on sexual violence in her home country before. When she started being exposed to the Canadian culture and miscellaneous information on sexual violence, she was overwhelmed and felt like she was an "*alien*". Later, she remained in a volunteer position at Peer Health, a support service on the CRU campus to help with students'

mental health. Moreover, she argued that the examples in the workshop she attended were all about scenarios in pubs and parties, which she felt did not apply to her situation. Similarly, Kerry as a mature student pointed out that she would like to see more targeted education to accommodate mature students' needs. Hence, students suggested having content of educational programmes differentiated so that mature and international students could choose programme levels that are suitable for their different needs.

Q noticed that the CRU had few educational resources and support services catering to Indigenous students' needs including talking to elders or engaging with people who understood Indigenous students better. Therefore, they hoped there could be more such content added in educational programmes for more inclusiveness.

Furthermore, the urge to include students from different sexual groups was a big element under this theme. Most students noted that sexual violence was not a phenomenon exclusive to female students even though the highest rate was among women. The students advocated for educational programmes that added more inclusive content for students in LGBTQ2S+ groups. Anna pointed out that the examples in the sessions she attended were always about women, which irritated her: "*they need to do more cases among the LGBTQ family because there are a growing number of cases in the LGBTQ family, those need to be examples too… or they can say 'it happens to everyone'*". Azar supported: "*at least when we give examples, we need to emphasise that it is happening in any kind of relationships*". In addition, students also appreciated the value of sessions only open to particular sexual groups (female only, male only, and LGBTQ2S+ only), which could engage participants more comfortably. Some students reminded administrators to be careful about labeling in case people might interpret it as exclusiveness, because it was valuable for people to learn about other sexual groups' viewpoints

as well. To develop more inclusiveness of educational programmes, some students suggested that advertising should include feedback from groups of all genders, which could help break the myth that such sessions were only designed for female students but open for students of all genders.

Researcher's Notes

The researcher kept both electronic and handwritten notes during the process of data collection and data analysis for the documents and semi-structured interviews. In the researcher's notes, a variety of content was recorded, including organisational ideas for the policy files and administrative documents, observations and insights gained from interview participants, questions and reflections that emerged from the data set, and summaries of information beneficial for the research purpose and research questions. The researcher's notes played a connecting role between data collection and data analysis for this research. The researcher referred to the notes from time to time while analysing the data, which greatly helped with the development of the mapping structures and enlightening perspectives regarding the data.

Summary

This chapter presented findings from document analysis and eight semi-structured interviews to explore students' perspectives on campus sexual safety. Document analysis showcased all policies, procedures, and guidance documents regarding sexual violence interventions on the case university campus, and a variety of webpages of sexual violence preventions. The researcher interviewed seven female students and one non-binary student who had studied at the case university over a year; students came from both domestic and international backgrounds and were studying at the undergraduate, master's, or PhD levels. Student perspectives were presented in three sections including: students' understanding of sexual violence on campus; students' experiences in educational programmes, support services,

and related policies; and students' suggestions for further improvement for a safer and more welcoming campus. Specifically, students' suggestions were explained through their alignment with five themes: 1) raise awareness on campus, 2) expand advertising strategies, 3) enhance options for programming, 4) identify relevant services explicitly, and 5) develop inclusiveness of programming. Chapter Five further interprets the sections and themes by linking to literature and provides implications for practice, future research, and theory.

CHAPTER FIVE: DISCUSSION

Chapter Four examined the data collected from documents, websites, and semi-structured interviews. The data were generated in response to the research purpose of examining what interventions and preventions had been implemented in institutions of higher education (IHEs) to prevent and respond to sexual violence for students and exploring student perspectives in this regard to help administrators improve and enhance campus sexual safety for their students. This current chapter starts with a summary of these findings and then interprets the findings relating to the literature review presented in Chapter Two to further answer the main research question: Based on student perspectives, how can IHEs improve upon campus sexual safety for their students? The three subsequent research questions as follows elaborate upon the main research question:

- What policies and information currently exist to support students regarding better protection against sexual violence on IHE campuses?
- How do students understand and experience the existing policies, educational programmes, and support services in IHEs with regard to protecting them against sexual violence on campus?
- From student perspectives, what further is needed to be improved in IHEs to enhance campus sexual safety for their students?

Following this discussion, the chapter examines the implications for practice, research, and theory and finishes with limitations and concluding thoughts of this research.

Summary of Findings

This research is a single-case study with a Canadian Research University (CRU) as the case; the researcher integrated multiple sources of evidence from document analysis, semi-

structured interviews, and the researcher's notes to examine the existing sexual violence context in IHEs and explore how administrators in IHEs could enhance campus sexual safety from students' perspectives. The findings of document analysis and semi-structured interviews from Chapter Four are summarised in this section.

First, a document analysis was conducted to investigate the existing sexual violence context on the CRU campus. After a thorough search on the CRU website, the researcher collected all relevant policies, procedures, and webpages that touched on any concepts under the umbrella term *sexual violence*. After examination, two sets of documents were determined to be related to sexual violence interventions and sexual violence preventions respectively. The sexual violence intervention documents included one overarching policy, four associated policies, two policy procedures, and five related guidance documents. Generally, the overarching policy was a framework to prevent and respond to sexual violence behaviours on campus. This policy articulated the university's goal regarding sexual violence and described the different forms of sexual violence, identified the policy's targeted audiences, and noted all parties' responsibilities regarding sexual violence on campus. The four associated policies were not particularly designed for but were related to sexual violence, while the two policy procedures were protocols and detailed measures in accordance with the overarching and associated policies for sexual violence preventions on the CRU campus. In addition, the five guidance documents were appliable in various sexual violence situations on the CRU campus and described the involvement of committees or representatives from governance, staff and faculty regulation boards, residence offices, and hearing panels. The document analysis of sexual violence preventions focused on enhancing general sexual violence knowledge and information and offering information on prevention programmes at the CRU. These documents included three types of webpages: 1)

educational information webpages that aimed to educate members of the university community about sexual violence knowledge and resources, 2) educational programme webpages that introduced events on campus to prevent and respond to sexual violence, 3) university news that announced events and news items related to sexual violence programming on campus. The findings of document analysis discovered the policies and information on sexual violence existing on the CRU campus that aimed to support students' campus sexual safety.

For the second and third subsequent research questions, eight one-on-one 60-minute interviews with open-ended questions were conducted to explore how students felt about current interventions and preventions on sexual violence and what their perspectives were regarding further improvement for better campus sexual safety in IHEs. Even though the recruitment had no gender restrictions for participants from the CRU, seven female participants and one non-binary participant were interviewed, and no male students reached out for this research. As a result, after screening, the interview data managed to cover a diversity of study levels (undergraduate, master's, PhD levels) and demographic backgrounds (domestic and international students) with most participants having related experiences with sexual violence prevention programmes. Detailed participant profiles were listed in Table 3.1 and described at length in Chapter Three. For the findings of semi-structured interviews, the researcher presented them in three major domains to showcase student perspectives regarding current campus sexual safety and possibilities for its further improvement in Chapter Four. These domains aligned with students' understanding, students' experiences, and students' suggestions.

The students' understanding domain revealed that students had a comprehensive understanding of sexual violence concepts, prevalence, and impacts, regardless of their educational programme experiences or personal sexual violence incidents. However, based on

students' related experiences, the understanding of sexual violence was not necessarily helpful when it came to identify sexual violence behaviours and react to sexual violence incidents in real life. Students reported that they had attended a variety of educational programmes, but few support services were familiar to and used by students. Additionally, no knowledge of related policies was identified by students. Students acknowledged the current sexual violence preventions were one good way to start building an informed campus regarding sexual violence by educating students on related concepts including consent and by listing related information on the university website. Specifically, even though not every student in the interview could explain all terms related to sexual violence in a professional manner, all students were aware of the umbrella term of sexual violence and its related terms in this regard. Students also recognised various issues existed in sexual violence interventions and preventions that needed improvement: outdated examples in the content from educational programmes with a focus on traditional sexual relationships, poor advertising strategies resulting in low audience numbers, limited options for attending educational programmes, lack of awareness training for perpetrators, lack of well-defined and enforced consequences, and more. Accordingly, the section elaborating on students' suggestions provided potential solutions to existing issues that administrators in IHEs should consider to further improve interventions and preventions in order to reach the ultimate goal of building up a campus free of sexual violence. The five themes included: 1) raise awareness on campus, 2) expand advertising strategies, 3) enhance options for programming, 4) identify relevant services explicitly, and 5) develop inclusiveness of programming.

Interpretation of Findings in Relation to Literature

The findings of this research greatly aligned with most viewpoints from the literature that was reviewed in Chapter Two. In this section, the researcher further interprets the findings from

document analysis and semi-structured interviews by relating to the literature. First, students' understanding of the term '*sexual violence*' and its prevalence and impact on students are discussed in association with the sexual violence reality for female students in higher education as described in the literature. Then findings of document analysis and results of students' experiences on campus are examined using the lens of sexual violence interventions and preventions as indicated in the literature, and students' suggestions on further improvement in IHEs to enhance campus sexual safety for students are elaborated by comparing findings with what the literature claimed.

Sexual Violence Remains a Serious Issue for Female Students in Higher Education

Literature showed that *sexual violence* is a comprehensive term involving a wide range of behaviours resulting in sexual offenses against people's free will and consent regardless of the status of the attempt completion (see for example, Holland et al., 2018; Kerner et al., 2017; Senn et al., 2011). The first steps of sexual violence prevention are to be familiar with the basic knowledge of sexual violence concepts and be able to identify sexual violence behaviours; then next steps can move on to intervening with confidence when it happens or when reporting sexual violence incidents. All participants from the interviews seemed to have a good understanding of the term *sexual violence*, considering they all touched on a variety of aspects of sexual violence and consent. However, the findings showed that only knowing some general information of sexual violence was inadequate for students to identify sexual offenses in real life and/or call people out with confidence when it happened. As highlighted in the interviews, half of the students recognised that they had sexual violence experiences on campus and were unsure about how to deal with the situation at present and how to report the incident later. To this situation, AH addressed the importance of decreasing the victim-blaming norm but understanding more of

the "*freeze*" status of people rather than "*fight*" and "*fly*". Many participants who attended relevant educational programmes on campus identified a lack of interactive pieces to teach students how to react to and deal with sexual violence incidents in reality. Hence, they advocated for more practical scenarios and inclusive examples in the educational initiatives to train attendees.

Numerous studies from the literature showed that the rate of sexual violence incidents in IHEs involving female students as victims were the highest with a long history (see for example, Breitenbecher & Scarce, 1999; Marshall et al., 2014; Statistics Canada, 2013). The fact that female students on the CRU campus were more interested in participating in this research indicated the severity of sexual violence for female students in higher education. Sarah also mentioned that she could only see attendees who seemed to be female in the sessions she attended, which reinforced the view that sexual violence remained a serious issue for female students in IHEs. In addition, students in the interviews who had over one year's learning experience on the physical campus supported the belief of high prevalence of sexual violence in IHEs based on their personal experiences or university news that they heard. Some of them also indicated that they thought the topic of sexual violence was not addressed on campus which resulted in a closed environment in this regard. As a consequence, the low awareness regarding sexual violence on campus was causing stereotypes, stigma, and more prevalence, which contributed to the victim-blaming norm. Literature suggested that first-year undergraduate students were in the process of adapting to living on their own and started being exposed to factors contributing to sexual violence including drugs and alcohol. Furthermore, first-year female students had the highest risk to be victims of sexual violence in IHEs (see for example, Basile, 2015; Gidycz et al., 2008; Senn et al., 2013). Interview data confirmed that the existing

sexual violence prevention programmes emphasised young students' risk by giving examples of parties and pubs, which supported this insight. On the other hand, many students considered the current content of examples were unapplicable for them and expressed their needs for practical training in sexual violence educational programmes as mature students and international students. For example, as a second-year master's student who had been on the CRU campus for over eight years including her undergraduate study, Sarah knew which services were available on campus but had trouble determining which services were connected with sexual violence support. Sarah argued that the content of existing educational programmes would not realistically result in behaviour changes on campus.

Furthermore, sexual violence in residence, sexual violence committed by an acquaintance on campus, and sexual violence in intimate relationships were addressed in various literature (Kerner et al., 2017; Lee & Wong, 2019; Senn et al., 2015), and lacking sex education was pointed out to be one of the reasons responsible for the high rate of sexual violence incidence in IHEs (Senn et al., 2011). Most of these viewpoints were consistent with the interview data. To start with, Tianqi and Azar identified being sexually harassed on campus by a lab mate and a professor respectively and both had difficulties to identify the behaviours and to speak out in the beginning as they never received any related education or training on sexual violence before. They were confused about the new cultural norms in Canada as international students. Accordingly, Azar identified the great need for international students to learn about sex discourse in Canada through educational programmes on campus. She also advocated for different levels of educational programmes regarding sexual violence to cater for different student groups' backgrounds. Secondly, most students in the interviews expressed their dissatisfaction for on-campus support regarding sexual violence, as they felt the community members lacked

awareness and even understanding of the issue of sexual violence on campus; furthermore, the role of bystanders was not widely understood. As a result, some students never felt motivated to participate in initiatives on campus; some students remained confused about the information they received, how to report the incident, and how and where to ask for support afterwards. Thirdly, many students called for more diversity within the educational programmes to cover more aspects such as sexual violence in intimate relationships and in LGBTQ2S+ groups. Yet, as Anna worked as a resident administrator on campus and took mandatory training on learning and to deal with sexual violence situations in residence; however, she did not refer to the number of sexual violence incidents in residence given her position and the confidential nature of this information.

Another major issue of sexual violence was that the negative impacts it had on students regarding their physical and mental health as well as their academic achievement (see for example, Campbell et al., 2003; Gidycz et al., 2008; Lee & Wong, 2019). The interview data strongly supported this theme in the literature. All students from the interviews were concerned about the negative influence of sexual violence on students' academic and personal lives mentally and emotionally. AH urged for administrators' attention to the long-lasting characteristics of its impacts; she felt insufficient information and education on campus regarding solutions to the long-lasting effects of sexual violence was provided for students. Moreover, many students encouraged emphases on sexual violence recovery to better support students' future life on campus.

Further Improvement Needed for Sexual Violence Interventions and Preventions

Canada does not have federal legislations requiring implementation of policies focused on sexual violence prevention (Lee & Wong, 2019; Senn et al., 2014), but many universities

have constructed their own sexual violence policies on campus, using the university website as the main channel potentially to reach students (Chan, 2005; Lee & Wong, 2019). The CRU is one of these universities in Canada that have their own institutional level of sexual violence prevention policies and a variety of associated administrative documents. Meanwhile, the CRU also conducted various prevention programmes with the goals of broadening the education to students and creating a university free of sexual violence. This section discusses how students experienced the sexual violence interventions and preventions in IHEs in relation to findings in the literature. As outlined in Chapter One, three assumptions underpinned this research:

- Campus sexual safety in IHEs has a significant influence on students' learning environment and can make a difference to students' academic achievement.
- The existing interventions and preventions focused on sexual violence on IHE campuses can offer some support to students and have some potential influence on protecting students from sexual violence victimisation.
- There may be more effective actions for addressing sexual violence prevention that administrators in IHEs can explore and develop in order to achieve the ultimate goal of building a campus free of sexual violence and ensuring students' campus sexual safety within a welcoming environment conducive to academic success.

Based on the findings of document analysis and semi-structured interviews, all these assumptions were confirmed. In this section, the researcher further discusses the findings linked to the literature to explore students' experiences in existing interventions and preventions focused on sexual violence on IHE campuses and students' suggestions for creating better campus sexual safety in IHEs.

Interventions for Students in Higher Education

As stated in Chapter Two, interventions in this research referred to actions that were launched in IHEs to guide behaviours on campus related to responding to incidents, building awareness, and improving campus sexual safety on campus. For the purpose of this research, interventions included sexual violence policies and related administrative documents.

In the literature, policies were appreciated as an essential framework and starting point to frame actions in IHEs dealing with sexual violence (Iverson & Issadore, 2018). From the document analysis, it was evident that the CRU had implemented related institutional-level interventions covering varied content and provided different forms of guidance focused on sexual violence on campus with the following details: 1) definitions of various sexual violence behaviours were specified in the overarching policy and were touched on in some associated policies; 2) confidentiality was described in the overarching policy and four associated policies; 3) protocols and actions to respond to sexual violence incidents were detailed in the two procedure documents; 4) most policies, procedures, and educational programme webpages applied to all members of the university community, with two documents focusing on employees or staff and faculty, and two documents concerning all students and/or students living in the residence. It was worth noting that after the implementation of the overarching policy – the *Sexual Assault Prevention Policy* – in 2015, more revisions and amendments started to occur and associated policies of safety, violence, and harassment were developed. However, according to the literature, the guiding function of such a policy framework for sexual violence prevention turned out to be minimal. Many studies pointed to the ineffectiveness of these policies. Firstly, the policies related to assisting victims, including reporting procedures and protecting victims' confidentiality, had inadequate details (see for example, Marshall et al., 2014; Senn, 2011; Senn

et al., 2014). Data from interviews aligned with this point that none of the participants knew the proper authority to report sexual violence incidents on campus and what could happen afterwards; additionally, some participants who had experienced personal sexual violence were worried about their personal information being exposed because of the confusing procedures. Secondly, despite the gender issue existing in sexual violence and the high rate among female students, existing policies seemed to not include women's perspectives (Senn et al., 2015). Consequently, this framing favoured the victim-blaming norm, which overlooked the accountability of perpetrators to cease sexual violence and the importance of bystanders' assistance (Basile, 2015; Clay et al., 2019; Magnussen & Shankar, 2019). During the interviews, all students expressed their dissatisfaction regarding the campus supports, which led some of them to distrust the system; these students were not motivated to participate in initiatives offered on campus. Some students who had reported sexual violence incidents expressed their insecurity and scepticism in terms of their personal confidentiality. For instance:

> Even if you go further (reporting), it's not unlikely that everybody knows about it, and also nothing good will happen to you for sure. This is the issue of our system here, people talk about sexual violence, and the point is those helping centres just tell students to come to them but what next steps could happen to students is unclear. (Azar)

Tianqi specifically addressed the need to educate perpetrators and enforce consequences to further protect victims from another victimisation, as perpetrators could need serious help to reframe their perspectives, attitudes, and behaviours. Thirdly, existing policies focused more on general information instead of practical information for the purposes of sexual violence education delivery in IHEs (Vladutiu et al., 2011). These findings resonated with the absence of policy knowledge of students and the low attendance of educational initiatives according to the

interview participants. In fact, many students called for mandatory training for students on sexual violence interventions and preventions; these students believed mandatory training would be feasible and valuable. Fourthly, the current policies missed the elements of policy outcome evaluations and of a prevention focus (Marshall et al., 2014; Potter et al., 2016; Rubineau & Jaswal, 2017) and the contemporary updates (Shariff, 2017); interview participants concurred with this finding. As a result, it was unlikely for policies to be proactive and effective in practice. From the interviews, students were originally all unaware of the existence and content of policies on campus; this finding indicates that administrators in IHEs need to implement strategies that promote better awareness of the policies and programmes.

Preventions for Students in Higher Education

As outlined in Chapter Two, preventions in this research referred to detailed actions and measures that were outlined in policies at institutions of higher education to educate students regarding sexual violence knowledge and equip students with skills in order to protect them from sexual violence on campus. Preventions were identified as various sexual violence educational programmes in the formats of workshops, webinars, online courses, and an array of support centres.

Literature showcased a variety of approaches existing in IHEs to disseminate sexual violence prevention information including brochures, stage plays, workshops or lectures facilitated by professionals or peers (Cavanaugh, 2019; Senn et al., 2013; Vladutiu et al., 2011). Regarding the delivery of educational prevention programmes focused on sexual violence, IHEs mainly used delivery formats of online teaching, face-to-face presentation, theater performing, storytelling, and video display (Potter et al., 2016). According to the findings of this research, from time to time, the CRU provided physical posters, workshops (both online and in-person),

webinars, online training course(s) for all members in the community, and elective credit course(s) for students taking certain majors, while there were also educational webpages embedded with videos regarding sexual violence preventions on the CRU website. In addition, the document analysis highlighted various news items about the university and its community members on the CRU website as a means for raising the awareness for the university community and promoting education regarding sexual violence prevention on campus. The CRU also established various support centres to play a role in sexual violence prevention on campus; these centres included a sexual violence support centre staffed with social workers for counselling, mental health intake, and crisis response to students in need; a Women's Centre for feminist and activist supports; a Pride Centre for meeting the needs of students of all sexual orientations and gender identities; a Wellness Centre for urgent and non-urgent physical and mental health care; and a protective centre working closely with all levels of police services for reporting sexual violence and actions afterwards.

On the one hand, students in the interviews provided positive comments toward these sexual violence preventions at the CRU. They acknowledged that educational programmes were beneficial in building an informed campus regarding sexual violence; students were provided with information on sexual violence and related concepts including consent; furthermore, various information on related services were listed on the university website. This approach aligned with Breitenbecher and Scarce's (1999) study that sessions introducing general sexual violence information helped with cultivating supportive norms on campus to some extent. Students in the interviews also agreed that addressing bystanders' roles in intervening and supporting could help ease the victim-blaming norm. Similarly, many studies discovered that bystander programmes could improve attitudes regarding sexual violence, decrease misconceptions, and foster

supportive attitudes on campus (Breitenbecher & Scarce, 1999; Moynihan et al., 2015; Vladutiu et al., 2011) when they were integrated with comprehensive knowledge and skill training for students and personnel (Potter et al., 2016). Most interview participants noted that more practical examples and scenarios needed to be adopted in educational programmes and staff at support centres on campus should receive more professional training on sexual violence.

On the other hand, many troubling issues in existing sexual violence preventions were raised by students during interviewing, which were closely connected with results shown in literature. Kerner et al. (2017) pointed out that the content of current programmes appeared to not address the impact of sexual violence, and a variety of studies confirmed that educational programmes' influence was minimised by delivering sessions to mix-gendered audiences (see for example, Magnussen & Shankar, 2019; Senn, 2011; Vladutiu et al., 2011). Interviews showed that examples listed in current educational programmes were outdated and not inclusive regarding gender, demographics (domestic or international students), and mature status of students, which aligned with the findings mentioned in literature. Moreover, the advertising strategies used by the CRU did not reach a large number of students because numerous students were unaware of educational programmes and support services on campus. This finding reaffirmed the lack of widespread knowledge regarding sexual violence interventions and preventions in students' experiences. Furthermore, Breitenbecher (2000) and Senn et al. (2013) claimed there were no follow-up evaluations of sexual violence preventions programmes' effectiveness; this contention was supported by many students in the interviews. Students identified that the awareness of sexual violence on campus remained low because information on sexual violence and related topics were not prominent or very visible in campus communications. Without follow-up evaluations of educational programmes, it was unlikely to

result in any needed revisions; for example, revisions to content mainly focused on general information regarding sexual violence without providing practical applications and furthermore perpetrators should be held accountable, according to the students. It was noteworthy that some students who had experienced sexual violence only accessed educational programmes after some personal incident had happened. Meanwhile, students who were voluntarily interested in learning about sexual violence were not confident they would be able to deal with encounters in real life. Solutions to these issues that emerged in literature and findings of this research will be discussed in the next section.

Factors to Consider for Effective Sexual Violence Preventions for Students

To respond to the rising issues in current sexual violence interventions and preventions for students on IHE campuses, findings of this research can be categorised into five themes based on student perspectives: 1) raise awareness on campus, 2) expand advertising strategies, 3) enhance options for programming, 4) identify relevant services explicitly, and 5) develop inclusiveness of programming. Factors for effective sexual violence interventions and preventions in IHEs proposed in reviewed literature were greatly aligned with these themes, which are further discussed in this section. The elements that were not addressed in the literature but emerged in the findings regarding students' suggestions for further improvement of sexual violence interventions and preventions will be discussed in the next section of *Additional Findings*.

Firstly, sexual violence interventions were only addressed in a general manner in the reviewed literature. Many studies mentioned that policies should encompass all members in the university and differentiate the needs of victims, perpetrators, and bystanders, but they did not provide any further detail (see for example, Clay et al., 2019; Marshall et al., 2014; Senn, 2011).

Most administrative documents on the CRU campus focused on all university community members, while a few applied to students and a few only applied to university employees. There was no evidence showing any policy intervention was specific to a particular role (victims, perpetrators, or bystanders). However, many students in the interviews urged administrators to hold perpetrators accountable in terms of sexual violence interventions and to discuss perpetrators responsibilities in prevention programmes.

Secondly, a number of studies emphasised the importance for students gaining longer exposure to and having deeper engagement in educational programmes (Kerner et al., 2017; Senn, 2011; Vladutiu et al., 2011) so that the new knowledge could be integrated with participants' personal cognition, understanding, and experience regarding sexual violence; this integration would lead to more effective programming (Senn et al., 2013). In order to equip student with transferable skills to deal with sexual violence incidents in reality, more practical training was essential (Iverson & Issadore, 2018; Senn et al., 2014) and multiple approaches should be incorporated into programme facilitation instead of solitary lecturing (Clay et al., 2019). Many students' viewpoints in the *Enhance Options of Programming* theme aligned with these studies. In the interviews, most participants preferred multiple sessions delivered in a consistent manner, and they appreciated the value of a series of consistent sessions delivered in separate times or days with each session lasting around one hour. Also, most students emphasised including more interactive and practical examples in educational programmes to help them understand and apply the knowledge and skills they had learned into real life to protect themselves or others from sexual violence. Moreover, students suggested many intriguing ideas to enhance students' options in gaining effective educational knowledge on sexual violence preventions: 1) both in-person and online sessions were desired to cater to different students'

needs under different circumstances, 2) customised sessions that could be booked and could deliver needed content for various student groups were highlighted, and 3) a mandatory request for students to take sexual violence related education on campus was greatly emphasised.

Thirdly, as a victim-blaming norm continued to have an impact on effectiveness of sexual violence prevention programmes and services provided by IHEs, educational programmes should be more strategic, acknowledging varied and changing situations and forming a more friendly and supportive community to achieve the goal of preventing sexual violence on campus (Clay et al., 2019). A lack of sexual education and information for students resulted in problems dealing with sexual violence and contributed to the victim-blaming norm for sexual violence incidents (Basile, 2015; Marshall et al., 2014; Senn et al., 2011). Thus, Senn et al. (2013) argued that sexual education should be added to prevention programmmes to help female students develop healthy sexuality and more comprehensive knowledge about sexual violence prevention. To help combat the victim-blaming norm, Senn et al. (2014) addressed the necessity for sexual violence prevention programmes to meet needs of victims who had previously experienced sexual violence in order to be optimally effective. From the interview data aligned with the *Raise Awareness on Campus* theme, most students argued that students should be encouraged to learn and talk about sexual violence via various intervention and prevention programmes on campus. Therefore, they could have deeper understanding of the victim-blaming norm, stereotypes, and stigma regarding sexual violence, which was beneficial for opening dialogue regarding sexual violence and for forming a more supporting environment on campus. Specifically, they addressed varied aspects in detail including sexual discourse, sexual violence in intimate relationships, sexual violence incidents where no physical injuries were sustained or reported, body languages as sexual violence predictors, cyber sexual violence, the statute of limitation in

reporting, bystander confidence, and more. Importantly, students also addressed the necessity for educational programmes to educate students about the reasons contributing to a high rate of sexual violence incidence. Through deeper understanding of sexual violence happening on campus, students hoped it could be beneficial for building a safer and more supportive environment on campus.

Fourthly, post-violence services as described in various literature included procedures, to victim supports, and descriptions of types of staff working at such services. Clay et al. (2019) proposed establishing more transparent reporting procedures for female students when designing related sexual violence programmes. Additionally, Holland et al. (2018) argued that victims should be greatly protected, respecting their confidentiality and autonomy in reporting procedures, and their rights of withdrawing reports. Most importantly, front-line staff at the consulting and support centres required more comprehensive training regarding how to support traumatised victims constructively (Clay et al., 2019; Senn et al., 2014; Stermac et al., 2020). Various data aligned with the *Identify Relevant Services Explicitly* theme echoed these findings. All students who experienced sexual violence on campus indicated the difficulty they faced when reporting a sexual violence incident and showed the concern regarding their confidentiality. Other students showed no knowledge of reporting and no willingness to learn these procedures and resources because they did not have to at the moment. AH particularly emphasised the statute of limitation in reporting for victims and many students expressed the need to respect victims' choices of reporting or withdrawing. In addition, many students believed in the necessity of addressing victims' recovery and advocating more practical professional training for support staff on campus to help with victims' healing. Moreover, Clay et al. (2019) advised to be mindful about students' different needs based on their specific cultural background,

and to monitor their physical health carefully and thoroughly. All students from the interviews acknowledged the harms of sexual violence to students on various levels, which greatly resonated with Clay et al.'s (2019) views. Also, connected to the theme of *Develop Inclusiveness of Programming*, as an international student who found educational programmes and support services confounding, Azar strongly emphasised the need to differentiate educational programmes for international students from distinct cultural backgrounds so that they could have more suitable focused programmes.

Lastly, even though female students are the most vulnerable group with regard to sexual violence on campus (see for example, Breitenbecher & Scarce, 1999; Cavanaugh, 2019; Holland et al., 2018), various studies confirmed that current prevention programmes tended to be open to both genders but used passive modes of delivery, such as lectures and non-interactive workshops, which had less effectiveness in preventing sexual violence for female students in reality (Kerner et al., 2017; Senn, 2011; Vladutiu et al., 2011). Therefore, literature suggested sexual violence prevention programmes should separate the groups of audiences: female-targeted sessions should focus on improving women's ability to reduce the risk of sexual violence and male-targeted sessions should focus on eliminating inappropriate and criminal sexual behaviours (Senn, 2011; Senn et al., 2011). Holland et al. (2018), though, acknowledged the long process of change, and more effort was needed before real constructive prevention programmes including a focus on male perpetrators were offered. The student participants somewhat deviated from these viewpoints slightly. Under the theme of *Develop Inclusiveness of Programming*, many students saw the value of separated sessions for different genders that could have participants engaged more comfortably, but they noted that sexual violence was not an exclusive phenomenon to female students and there was great worth for people to learn about other sexual groups'

viewpoints. As indicated in the interviews, having female students only as examples in the programing or having female students participating in the educational programmes were not as helpful to change the victim-blaming norm on campus.

Additional Findings

Many suggestions from students during the interviews greatly aligned with what literature discovered as discussed in the previous section. However, unanticipated data emerged from student perspectives on further improvement regarding sexual violence interventions and preventions in IHEs, and they are discussed in this section.

Scant literature mentioned the significance of legislation and regulation on sexual violence interventions and preventions in IHEs (Lee & Wong, 2019), and the need for better educating students regarding such policies. During the interviews, none of the students had real awareness of the existence of sexual violence policies on the CRU campus, nor had they learned any of their content. Nevertheless, students urged the university to provide education on related policies for students and enhance options of programming for students. Examples offered included having policies integrated within syllabi, engaging professors to highlight these resources in class, and providing educational sessions on sexual violence prevention policies. These suggestions were presented in the themes called *Expand Advertising Strategies* and *Identify Relevant Services Explicitly*. Under the same themes, students expressed their frustration in locating resources and services focused on sexual violence interventions and preventions on campus; therefore, they advised highlighting these existing resources and supports on and off campus systematically and explicitly and pointing them out during the presentations of educational programmes. Many students mentioned that an organised flowchart with clear pathways to different resources and services could be very beneficial in raising the awareness of

sexual violence interventions and preventions on campus. This flowchart could promote better awareness of such information and engage more students in utilising related resources and services on campus. Moreover, it was noteworthy that perpetrators should be held accountable in sexual violence interventions and preventions, based on the student participants' perspectives. Students were concerned about the fact that the CRU focused more on protecting victims but neglected the importance of education of perpetrators and the provision of meaningful consequences for perpetrators, which was one of the ultimate ways to stop sexual violence from happening on campus. Also, one student proposed having short online educational sessions, which meant students could have such an option to take very short but interactive sessions throughout the term at times convenient to them. This structure aligned with the theme of *Enhance Options for Programming* in that more options for catering to students' diverse needs were recommended.

In addition, little literature focused on advertisement and promotion of sexual violence interventions and preventions. In the theme of *Expand Advertising Strategies*, students urged for administrators to raise awareness of sexual violence on campus by advertising their sexual violence interventions and preventions more broadly to reach more students. Physical advertising tools such as posters and educational booths were appreciated by students before COVID-19 and were expected to continue to function in a post-pandemic world. Students advised administrators in IHEs to have a more targeted communication strategy regarding sexual violence programmes, policies, and supports. Because millennials and Generation Z are frequent users of social media, students in the interviews favoured social media campaigns as an advertising strategy to reach young students in universities. This resonated with Shariff and Eltis (2017) addressing the power of social media campaigns in promoting collaboration between administrators and students

regarding sexual violence prevention in IHEs. Moreover, students proposed that faculty members could raise awareness of policies and supports to address sexual violence and its impact by pointing out the information in class similar to how faculty currently raise awareness of academic integrity in their classes.

Furthermore, students' diverse needs were pointed out in the theme of *Develop Inclusiveness of Programming*. Beyond the university's focus on young student education regarding sexual violence prevention, many students requested adding more content that related to mature students' and Indigenous students' rights and needs on campus with regard to sexual violence prevention programmes. What emerged the most under this theme was to make educational programmes more inclusive for LGBTQ2S+ students since sexual violence was not an exclusive phenomenon to female students. As an influential university in Canada full of diversity, it is significant for the CRU to enhance its inclusiveness and equity, in which case could be beneficial for better campus sexual safety in this regard. As a Canadian university with very diverse student population, it would be beneficial for the CRU to adopt more inclusive programming.

Implications for Practice, Research, and Theory

The findings of this research indicated a variety of implications for practice, research, and theory with regard to sexual violence interventions and preventions in IHEs. This section explains them in detail.

Implications for Practice

The findings of this research revealed implications for administrators in IHEs with regard to better understanding student perspectives and identifying the existing issues in sexual violence interventions and preventions on campus. Therefore, findings from this research could be

leveraged to improve related policies, educational programmes, and support services with regard to sexual violence. The goal was to help administrators in IHEs understand how to provide students with better campus sexual safety so that every student could have equal access to pursue academic success and personal development.

Firstly, the findings from document analysis can inform administrators in IHEs by showcasing what related administrative documents the CRU had implemented including policies, procedures, guidance documents, and related webpages. This analysis could lead to more understanding of how to respond to sexual violence incidents and how to develop further preventions. By integrating with student perspectives drawn from the semi-structured interviews, administrative documents could be further developed and improved in this regard.

Secondly, interview findings suggested many practical actions from student perspectives for administrators in IHEs to consider in terms of protecting students from sexual violence and balancing students' diverse needs regarding academic success and personal development. Since IHEs are student-oriented, it is essential for administrators to recognise what students understand, experience, and suggest regarding sexual violence on campus and to make decisions accordingly for the future actions. Detailed implications are listed as follows. Administrators should:

- evaluate outcomes of policies, educational programmes, and support services on campus in terms of sexual violence interventions and preventions so that their effectiveness can be monitored, and content and delivery can be adjusted if needed.
- raise awareness of sexual violence among all members of the university community. To achieve this, students need education on more specific aspects of sexual violence to combat the victim-blaming norm and address stereotypes and stigma in people's existing

views. These details should include information on intimate relationships, sexual violence incidents where no physical injuries were sustained or reported, body languages as sexual violence predictors, sexual discourse, cyber sexual violence, the statute of limitation in reporting, bystander confidence, and more.

- expand advertising strategies of policies, educational programmes, and support services focused on sexual violence to reach more students so that all these resources and services could be optimally utilised. Possible solutions to achieve this outcome include physical advertising tools such as posters, educational booths, and in-class announcements by faculty members and/or professional staff; and virtual advertising tools such as focused and regular emails and newsletters, promotion of relevant flowcharts regarding interventions and preventions, and consistent social media campaigns.
- greatly enhance options regarding educational programmes and services for students in terms of sexual violence preventions in IHEs. Options suggested by students included sessions of different durations (short to long, one to multiple sessions), various formats (online and in-person), and mandating related trainings for students. A welcome option would also be sessions focused on a variety of topics that are customised to address the needs of diverse student groups.
- explicitly connect the resources and services on campus with students' needs in learning sexual violence knowledge and seeking post-violence help. This suggestion would be best supported by providing more professional training in sexual violence and victim recovery for staff working in support centres on campus. In addition, more details on sexual violence reporting procedures and confidentiality need to be better understood and

implemented. For perpetrators, mandatory educational programming and further consequences must be enforced.

- increase inclusiveness in educational programmes' content and support services for diverse needs including mature students, international students, Indigenous students, and LGBTQ2S+ students.

Implications for Research

This research aimed to explore perspectives of students in IHEs in Canada regarding sexual violence interventions and preventions on campus. However, both literature and findings showed a focus on female students. Future research could explore the reason why male students were not interested in participating in this research and what male students' perceptions are regarding sexual violence on IHE campuses. Furthermore, more research is needed to examine the impact of sexual violence on students who identify as members of the LGBTQ2S+ community. Specifically, research could investigate the impact more broadly on diverse students within the scope of LGBTQ2S+ community; research studies could also focus on the impact of sexual violence on particular group(s) within the LGBTQ2S+ community to understand specific challenges and potential ways to best support diverse needs in this regard. Moreover, future studies examining Indigenous students' experiences of sexual violence and needs for support on IHE campuses would be beneficial. Additionally, this study did not include first-year students' perspectives due to the research purpose and research questions; however, it is essential for future research to address first-year students' needs of sexual violence interventions and prevention in IHEs and advocate related actions to enhance their campus sexual safety.

Findings of this study addressed a necessity of holding perpetrators accountable for combatting the victim-blaming norm in IHEs, while Holland et al. (2018) pointed out that

prevention programmes focused on victims were still essential before real constructive prevention programmes targeting male perpetrators were put into place. It is worthwhile for future research to investigate the most effective strategies to enhance sexual violence preventions in this regard. In addition, more studies could further elaborate on the evaluation of effectiveness of sexual interventions and preventions implemented on IHE campuses to provide additional perspectives on what needs to be improved in IHEs to enhance campus sexual safety for their students.

In addition, the terms of *victims* and *survivors* were largely used interchangeably in existing research studies when referring to people with sexual violence experiences. Since the research purpose of this research was regarding sexual violence intervention and prevention, the researcher adopted the term *victims* to refer to individuals who suffer from any form of sexual violence experience, as explained in the *Definitions of Terms* section of Chapter One. However, the researcher used to come across an interview on social media, in which a woman who experienced domestic violence preferred to be called as a *survivor* instead of a *victim*. She explained that she felt stronger as a *survivor* because she had moved on from the negative experience and continued to prosper in her life. Future research could probe further questions regarding the different influences on individuals who have experienced sexual violence from the perspectives of *victims* and *survivors*.

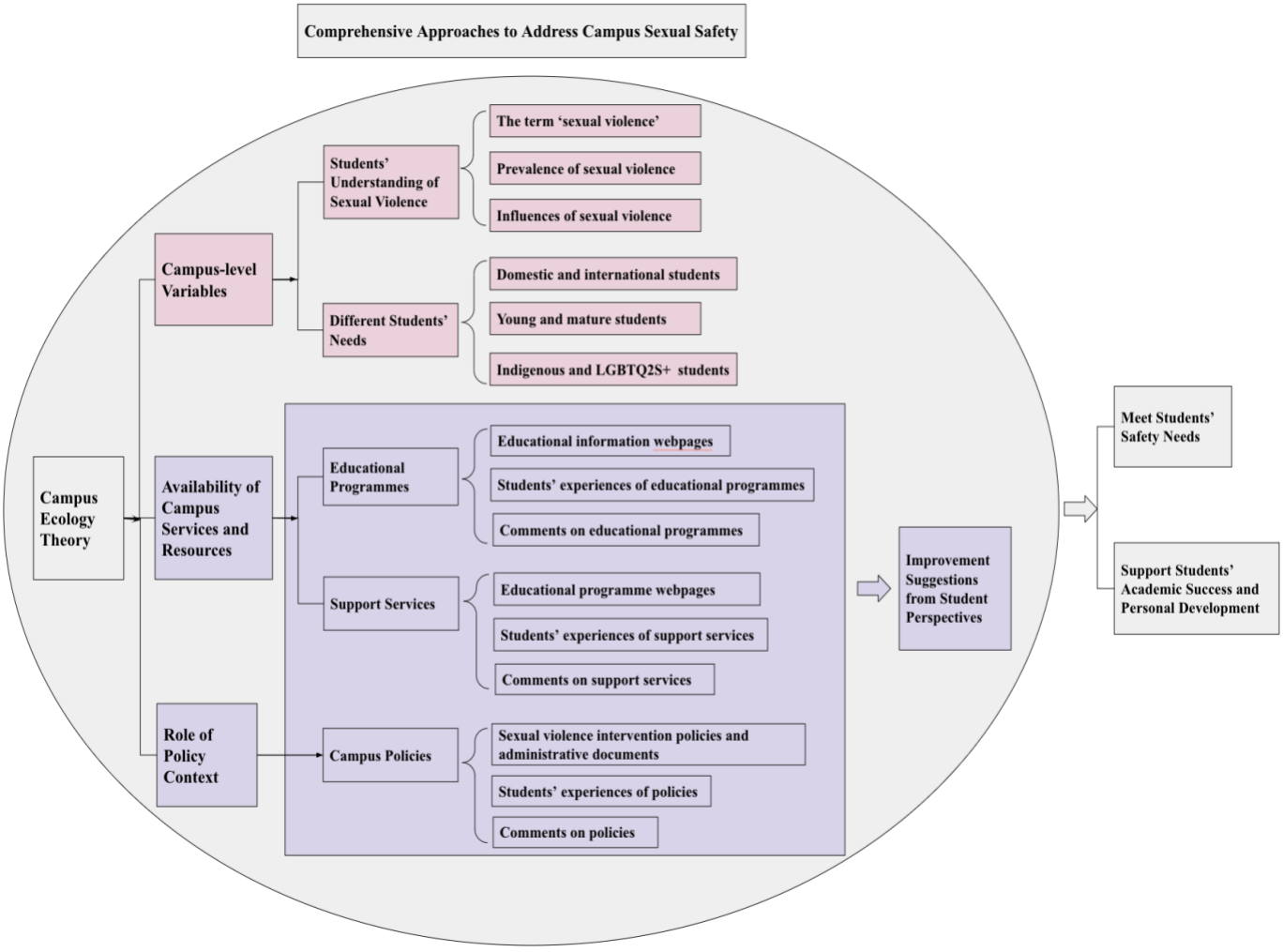
Implications for Theory

As explained in the *Conceptual Framework* section and demonstrated in Figure 2.1 and 2.2 in Chapter Two, this research was guided by a conceptual framework informed by Maslow's Hierarchy of Needs and the Campus Ecology Theory from Banning and Bryner (2001) and Moylan and Javorka (2018). After the data analysis of this research, the researcher re-examined

the framework and revised it to better reflect the findings of this research. The updated framework informed by the findings of this research is illustrated as follows in Figure 5.1.

Figure 5.1

Developing Comprehensive Approaches to Address Campus Sexual Safety and Support Students' Academic and Personal Development in Higher Education (Based on Maslow, 1943, 1987; Banning & Bryner, 2001; Moylan & Javorka, 2018)



Researchers have argued that sexual violence was one of the negative factors closely linked with students' safety needs (Edwards & Gasser, 2001), which could contribute to a

threatening learning environment influencing students' initiative to pursue higher levels of needs in the process of their education (Brookman, 1989). Moreover, as indicated in *Maslow's Hierarchy Pyramid* (see Figure 2.1), the lower-level needs must be satisfied before the next level's higher needs could be pursued. Thus, students' safety needs appear significant before reaching their highest level of self-actualisation needs. To achieve that, a safer and more welcoming learning environment is essential for administrators in IHEs to promote by examining students' issues and needs on campus in-depth and supporting students to meet their varied needs (Brookman, 1989; Freitas & Leonard, 2011). As discovered in the findings of this research, students confirmed that concerns for safety on campus could cause extra distress; therefore, they called for better campus sexual safety to support their academic success and personal development in IHEs.

Campus Ecology Theory identified three levels of variables for administrators in IHEs to understand the contextual factors of sexual violence on campus, which included campus-level variables, availability of campus services and resources, and the role of policy context (Banning & Bryner, 2001; Moylan & Javorka, 2018). Students' viewpoints confirmed the significance of these three levels of variables of Campus Ecology Theory but differentiated with regard to the sub-level details. First, students' understanding about the term "sexual violence" and its prevalence and influences on campus turned out as a significant element to campus-level variables, as these are the key factors related to raising sexual violence awareness on campus. With high awareness of sexual violence on campus, more effective actions are more likely to be taken. Then, findings revealed the necessity of meeting diverse student groups' needs for more equity and inclusiveness as a campus-level variable. When different student groups' needs are not satisfied, disparity in students' understanding and experiences of sexual violence on campus

would emerge to influence the campus ecology. At the moment, educational programmes in IHEs have a focus on heterosexual and young students. In this regard, participants pointed out the need to also pay attention to other student groups on campus, such as mature students, international students, Indigenous students, and LGBTQ2S+ students. Secondly, since the "availability of campus services and resources" (Moylan & Javorka, 2018, p. 180) is an element determining students' actions for help-seeking, an informed campus with related education and knowledge of educational programmes and support services focused on sexual violence interventions and preventions in IHEs can greatly help with campus sexual safety. Based on the findings of this research, the connection between what educational programmes and support services IHEs had and how students experienced them largely determined the perceived availability of existing services and resources regarding sexual violence on campus. All students in the interviews found difficulties in identifying and locating help on campus, which indicated a poor connection between various services and resources on campus the role these services played in addressing sexual violence. Lastly, sexual violence related policies at federal, provincial, and institutional levels play an important role in sexual violence interventions and preventions in IHEs (Moylan & Javorka, 2018). However, findings suggested institutional level policies were more common in Canada. In this research's framework, the role of policy context was more determined by what administrative documents IHEs had and how students experienced them on campus.

Examining the environmental factors noted in Campus Ecology Theory is beneficial for administrators in IHEs to gain a comprehensive picture of sexual violence on campus. In this case, they can make more evidence-based decisions regarding the enhancement of sexual violence interventions and preventions by integrating what students suggested based on their

experiences. Once the contextual factors of campus-level variables, campus services and resources, and policy context are improved, students' safety needs on campus are better met. Therefore, students can be more actively engaged in a safer and more welcoming and supportive learning environment, enabling them to pursue their academic success and personal development in IHEs.

Limitations

As in many research projects, this research had limitations in its findings. Recruitment of participants was made more difficult because of the remote delivery of classes and having almost no students on campus at any time because of the COVID 19 pandemic. Thus, only electronic announcements were used which most likely impacted the numbers of participants. Due to the gender limitation of voluntary participants in this research, the data had a focus on female students' perceptions on sexual violence interventions and preventions in IHEs despite the researcher's intention of recruiting students from all gender groups. Also, this research's main screening standard was minimum one year's experience studying at the CRU for richer data to accomplish the research purpose and answer the research questions, which excluded first-year students' voices despite that the researcher acknowledges the significance of their viewpoints. In addition, this research did not collect particular data on lived sexual violence experiences of students; thus, the findings might be less powerful in terms of addressing the severity of sexual violence in IHEs compared to data based on detailed sexual violence experiences. Furthermore, some students who participated in the semi-structured interviews self-identified as having personal sexual violence experiences while others did not mention. Due to the nature of this research, the researcher did not probe for further information regarding the participants' personal sexual violence experiences or experiences as a bystander.

Concluding Thoughts

The initial motivation for me to conduct this research was to investigate the sexual violence situations for students in Canadian institutions of higher education and explore how that influenced students' academic success and personal life along the way. After some preliminary literature review, I was overwhelmed by various discoveries from past studies in terms of sexual violence's high rate in IHEs and negative impacts to students, and most of all, the lack of research addressing sexual violence from student perspectives. Then, I felt a stronger obligation to make students' voices heard in terms of their experiences and perceptions of sexual violence, aiming to promote changes on IHE campuses for a safer and more welcoming and supportive environment to promote students' academic success and personal development.

Even though this research was open for students of all genders on campus during recruitment, it turned out that sexual violence related topic was more important to female students to participate in, which was not surprising based on the literature and social norms. I used the interviews to explore students' perspectives in depth. With document analysis and eight semi-structured interviews, the findings of this research provided rich data aligned with the research purpose and research questions. This research examined existing policies and administrative documents on sexual violence in IHEs, presented students' understanding of sexual violence and experiences of related policies, educational programmes, and support services on campus; and provided suggestions from student perceptions regarding further improvement of sexual violence interventions and preventions in IHEs. As far as I know, this research is the first research that provides insights to improvement of sexual violence interventions and preventions in higher education from student perspectives in Canada. This research offered a solid basis for administrators in Canadian institutions of higher education to

refer to when considering designing or improving sexual violence interventions and preventions for better campus sexual safety in their institutions.

The entire process of reviewing literature, designing this research, collecting data, analysing data, and reporting data not only helped me scrutinise the social issue of sexual violence on IHE campuses in Canada, but also supported my journey to grow as a researcher. In addition, this research also provided various practical implications for administrators in IHEs to consider for creating better campus sexual safety to support students' academic success and personal development in practice, and numerous inspirations for future research within the topic of sexual violence interventions and preventions in IHEs. Moreover, this journey also inspired me and reaffirmed my aspiration to further pursue an academic career in the future. I consider it a meaningful and fruitful journey.

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APPENDICES

Appendix A: University Online System Announcement (Initial and Reminder)

Subject: It's time for students to voice your opinions regarding sexual violence prevention on campus!

Are you a student who is 18 years of age or older studying at University of Saskatchewan? Have you been engaged in any kind of educational programs offered by the university focused on the topic of sexual violence prevention (i.e., workshops, talks, webinars, online courses, etc.)?

If you answered yes, you are the ONE we are seeking!

We are looking for students studying at University of Saskatchewan, regardless of disciplines, study levels, domestic or international backgrounds, to participate in a research study that aims to examine students' perspectives of existing prevention and intervention educational programs with regard to sexual violence for students on campus and explore how the University of Saskatchewan can improve or enhance campus sexual safety for students.

Interviews will be held via Webex, so **you can participate from wherever you are studying at the moment**! Before participating, you will be asked to sign a consent form that explains the study, the interview process and your rights as a participant. Participants can withdraw from the research at any point of the study without any explanation, or consequences. **The 60-minute interview will be scheduled at a time that is convenient for you.**

Individuals who participate in an interview will receive a Tim Horton's gift card as compensation for their time.

The risk of this research appears minimal as there is no intention to gather data on lived experiences related to sexual violence. This research has received approval from the Research Ethics Board at University of Saskatchewan on [Insert date here].

If you are interested in participating an interview or would like more information, please contact Mengge Wu at project.s.p@usask.ca.

Appendix B: Recruitment Poster

Department of Educational Administration
University of Saskatchewan

PARTICIPANTS NEEDED FOR RESEARCH IN student perspectives on sexual violence interventions and preventions on campus

We are looking for volunteers (18 years of age or older) to take part in a study of *Student Perspectives on Sexual Violence Interventions and Preventions in Institutions of Higher Education.*

As a participant in this study, you would be asked to: *discuss your knowledge and experiences of sexual violence prevention and intervention policies and educational programmes offered on campus.*

Your participation would involve *1* interview,
consisting of an online interview which is approximately *60* minutes.

Individuals who participate in an interview will receive a Tim Horton's gift card as compensation for their time.

The risk of this research appears minimal as there is no intention to gather data on lived experiences related to sexual violence.

For more information about this study, or to volunteer for this study,
please contact:
Mengge Wu
Department of Educational Administration
at
Email: *project.s.p@usask.ca*

This study has been approved by the University of Saskatchewan Behavioural Research Ethics Board

Appendix C: Email Response to Interested Students

Hello [Insert Student Name],

Thank you very much for your interest in participating in the research study: *Student Perspectives on Sexual Violence Interventions and Preventions in Institutions of Higher Education*.

I am Mengge Wu, a master's student in the Department of Educational Administration here at University of Saskatchewan. I am conducting this research for my thesis to complete the requirement of my master's degree.

The purpose of this research is to explore student perspectives regarding these sexual violence prevention and intervention educational programs at the University of Saskatchewan. In addition, we aim to provide insights of future actions for administrators in the university with the ultimate goal of creating a campus free of sexual violence. The risk of this research appears minimal as there is no intention to gather data on lived experiences related to sexual violence.

To participate in this research, you would join me in a one-on-one interview via Webex, lasting about 60 minutes. Prior to engaging in the interview, you will be asked to sign a consent form; I have attached the consent form to this email so that you may read it over before the scheduled interview. You will receive a $10 Tim Hortons gift card to compensate for your time. In this interview, we will discuss your knowledge and experiences of related prevention policies and educational programs focused on sexual violence offered on campus; your opinions of future actions for the university to implement in enhancing campus sexual safety for students will also be noted. The interview will be audio recorded and the data will be securely stored at all times. The audio recordings will be transcribed, and you will be emailed a transcript of your interview where you will an opportunity to revise, add or delete any of the information. Results of this research will be reported as a case study, and pseudonyms will be used when quoting participants' comments.

If you are willing to be interviewed in this research, please reply to this email by confirming the following information below, I will send you the detailed arrangements for the interview later on. I confirm the information you offer will be kept confidential.

1. Are you 18 years of age or older?
2. Are you a domestic student or an international student?
3. Which gender identity do you mostly identify yourself?
4. Are you an undergraduate student or a graduate student?
5. Which year are you in your program?

Thank you again for your interest in participating in this research.

Best,
Mengge Wu

Appendix D: Interview Questions

Reminder: The risk of this research appears minimal as there is no intention to gather data on lived experiences related to sexual violence.

1. Please tell me a bit about yourself and your background (i.e., country of origin, study level, year of study, age, etc.)?
2. How do you understand the term *sexual violence*? (Probe for participant's understanding of related terminology)
3. What is your perspective regarding the sexual violence issue for students on campus (i.e., prevalence, awareness, significance, influence, etc.)?
4. What kinds of educational programmes offered by the university focused on sexual violence prevention have you participated in (i.e., workshops, talks, webinars, online courses, etc.)?
   3a) How did you learn about them?
   3b) What learnings did you take away from your participation?
   3c) How helpful do you think the sessions or programmes were in helping you develop a deeper understanding regarding how to prevent sexual violence on campus?
   3d) To whom are these sessions targeted? From your perspective, what audiences should the university be targeting?
5. In your opinion, what kind of formats of educational programmes are more beneficial for you to learn more about sexual violence prevention on campus (i.e., all women, mixed gender; workshops; online courses)?
6. In your opinion, what duration (length) do you think is the best for a prevention programme focused on sexual violence on campus to reach the optimal effects?
7. In your opinion, what topics or skills need to be addressed in the university programmes in order to equip you better to prevent sexual violence on campus?
8. How much do you know about the university's administrative documents focused on sexual violence prevention (i.e., Sexual Assault Prevention Policy; Discrimination and Harassment Prevention Policy; Safe Disclosure Policy; Violence Prevention; Non-Academic Misconduct)?
   7a) How did you learn about it/them?
   7b) How do you think it/them can help protect you from sexual violence on campus?
   7c) In your opinion, how should such a policy be promoted to students in order to get the optimal effects?
9. What services and resources are available at the university to help you prevent sexual violence? Please describe them.
   8a) From where or what occasion did you know about them?
   8b) Describe how a student can access these resources.
   8c) How accessible do you think these resources are? How likely is it that you would access these resources?
   8d) Have you used any of these services or resources? (Optional for probing)
10. What ways are the most effective for sharing information on campus in order to reach students to protect them from sexual violence (i.e., policies, programmes, resources, etc.)?

11. In your opinion, is what the university has done so far enough to enhance the campus sexual safety for students?
12. In your experience, what further interventions should be developed on campus for the goal of creating a campus free of sexual violence for students (i.e., policy angle, programme angle, others)?

Appendix E: Consent Form

UNIVERSITY OF SASKATCHEWAN

Participant Consent Form

You are invited to participate in a research study entitled: Student Perspectives on Sexual Violence Interventions and Preventions in Institutions of Higher Education.

Researcher: Mengge Wu, Graduate Student, Department of Educational Administration, University of Saskatchewan, project.s.p@usask.ca.

Supervisor: Dr. Vicki Squires, Associate Professor, Department of Educational Administration, University of Saskatchewan, 306-966-7622, vicki.squires@usask.ca

Purposes and Objectives of the Research:

- The purpose of this research is to examine what prevention and intervention educational programs have been conducted at the University of Saskatchewan (USask), and to explore the student perspectives regarding these programs.
- The objectives of this research are to stimulate more comprehensive prevention and intervention educational programs at USask to enhance campus sexual safety.
- This research completes one of the requirements for the researcher's master's programme.

Procedures:

- Before the interview, the researcher will email the Consent Form to participants and interview guide for them to review and sign (All participants need to be 18 years of age or older).
- Participants will meet the researcher via Webex at the mutually agreed time, to participate in a 60-minute interview. The researcher confirms that the videoconference will be conducted in a private area of the home that will not be accessible by individuals outside of the research team during the interview. Participants would be recommended to do likewise.
- The researchers will discuss the Consent Form with the participant, then start the audio recording and begin to ask preset questions of the participant. The participant has the right to require turning off the recorder or stopping the interview at any time without giving a reason.

Potential Risks:

- The risk of this research appears minimal as there is no intention to gather data on lived experiences related to sexual violence.
- Participants may experience emotional or psychological distress when sharing their experiences. Participants are permitted to answer those questions that they are comfortable with or stop the interview at any time.
- If any forms of distress happen, the researcher will refer participants to *Students Wellness Centre* and *Student Affairs and Outreach* office, where students may seek assistance with

any forms of physical and mental health issues. Such services are covered by students' health insurance and will not incur a fee.

- *Students Wellness Centre*:
  Phone: 306-966-5768
  Email: student.wellness@usask.ca
  Note: During the COVID-19, to book an appointment, calling the number above or emailing will be answered within the hour. The staffs are checking the email 8:30 am - 4:00 pm Monday - Friday.
- *Student Affairs and Outreach*:
  Phone: 306-966-5757
  Email: intake@usask.ca
  Note: During the COVID-19, the office is offering services virtually through phones and web call. For same-day mental health support, please call the number above or email the address above to book an appointment Monday - Friday. For after-hours support, please contact Saskatoon Mobile Crisis at 306-933-6200 or Crisis Services Canada at 1-833-456-4566.

Potential Benefits:

- Participants will have an opportunity to express their experiences and viewpoints on existing sexual violence prevention and intervention educational programs on campus.
- Participants may benefit from helping to building up a campus free of sexual violence.
- Findings may help USask better design and implement prevention and intervention educational programs focused on sexual violence on campus.

Compensation:

- Individuals who participate in an interview will receive a $10 Tim Hortons' Gift Card to show appreciation for their time.
- For participants who are in Canada, the gift card will be mailed to your desired address. For participants who are not in Canada at the moment, the gift card will be either mailed to you once you come back to the country or mailed to your relatives or friends who are in Canada according to your instructions.
- Participants will still receive the full value gift card, even if they withdraw during data collection.

Confidentiality:

- The results of this research may be published and presented at conferences. However, the researcher will ensure participants' confidentiality. The University of Saskatchewan will be noted as a Canadian Research University (CRU). When quoting from participants' viewpoints or experiences, pseudonyms will be used, and no identifying information will be mentioned. Moreover, the consent forms will be stored separately from the data so that it will not be possible to associate a name with any given set of responses.
- Participants have the option to indicate their pseudonym below. The researcher will maintain a master-list connecting the participants' identities to their pseudonym. Only participants' first names will be referred to the master-list to protect their identities, and the master-list will be stored safely in a separate folder in a computer which will be protected with an alphanumerical password. The master-list will be kept for 2 months

after the data collection is completed. If participants left the name choice blank, the researcher would create a random pseudonym on their behalf.

- If you decide to participate in this research, please place a check mark on the corresponding lines to grant the researcher permission to audio record the interview and you prefer to stay confidential.

I grant permission to be audio taped: Yes: _____

I wish to remain confidential, but you may refer to me by a pseudonym. Yes: _____

- If you do not check the "Yes" box above, the researcher will identify you by your name in all publications.

The pseudonym I choose for myself is: _____

- You may request to turn off the audio recording at any time. If you choose not to be recorded, the researcher will record the interview by making field notes.
- The researcher will transcribe the interview.
- After the interview, and prior to the data being included in the final report, the participants will be given the opportunity to review the transcript of their interview, and to add, alter, or delete information from the transcript as they see fit.
- You will sign the Transcript Release From when you are satisfied with the transcript of your interview. You will need to return any feedback of the transcript within a week after you receive the transcript. The researcher will send one email reminder when they have not heard from you within one week. If the participants miss the deadline to reply, the researcher will use the transcript as it is.

Storage of Data:

- Data will be stored with Dr. Vicki Squires at the University of Saskatchewan for five years post-publication. Paper consent forms or transcripts will be stored separately from each other within a locked cabinet within a locked office. Electronic data may be stored on an alphanumerical password-protected computer during analyses but moved to a USask system for long-term storage (*OneDrive*). After this time, the data will be destroyed.

Storage of Data in the Home:

- Due to the COVID-19 pandemic, only the recording device needs to be physically stored in the student researcher's home during the data collection process. The researcher confirms that it will be stored safely in a locked drawer in a room with lock to which only the researcher has the keys at their home. Once data collection is completed, recording data will be transcribed, then data will be stored on an alphanumerical password-protected computer.
- The researcher confirms that they will use a USask cloud storage service (OneDrive) to back up any data stored in a device in their home.
- The researcher confirms that electronic devices temporarily used in the home due to the COVID-19 pandemic will be secured with an alphanumerical password and not accessible by individuals outside of the research team.

Right to Withdraw:

- Your participation is voluntary, and you can answer only those questions that you are comfortable with. You may withdraw from the research project without explanation or penalty of any sort.
- Should you wish to withdraw, please contact me and the data will be destroyed.
- Whether you choose to participate or not will have no effect on your position (e.g., employment, academic status, access to services) or how you will be treated.
- Your right to withdraw data from the study will apply until 1 month after your interview has ended.

Use of Webex:

- The interview will be primarily conducted via Webex. Webex's privacy policy can be checked via this website: https://www.cisco.com/c/en/us/about/legal/terms-conditions.html.
- Webex's servers are in Canada, so none of your information will be routed through and stored on severs outside Canada.
- There is no guarantee of privacy of data can be made with any of the platforms currently in use.
- Webex offers an option for participants to participate by phone. Details are listed as follows. When you need to choose how you connect to audio in a meeting, keep in mind that all options other than 'Use computer audio' and 'Don't connect audio' come at a cost.
    1) Use computer for audio—(free)Whenever possible choose this option. Use your computer with a headset or speakers. This is the default audio connection type. (You can change which headset, speakers, and microphone are being used later.)
    2) Don't connect audio—(free)You won't hear any audio in the meeting through your computer or phone. Use this option if you're in the meeting room but want to use your computer to share content in the meeting.
    3) All other methods have a cost associated with their use. Please use these options only when neccessary.
        a) Call in local—($$)Use the local number displayed to dial in from your phone when the meeting starts.
        b) Call me—($$$)Enter or select the work or home phone number that you'd like the meeting to call.
        c) Call in toll-free—($$$$)Use the toll-free number displayed to dial in from your phone when the meeting starts. *Use only if other call methods are not possible.
- The recordings of the interview will be saved to a local USask-managed computer which is protected and encrypted with an alphanumerical password rather than to the cloud.
- By signing this consent form, participants agree not to make any unauthorized recordings of the content of a meeting/data collection session.

Follow up:

- To obtain results from the study, please contact the researcher at project.s.p@usask.ca and indicate your intention of receiving the information of this research.

Questions or Concerns:

- For any questions or concerns, please feel free to contact me using the information at the top of page 1.
- This research project has been approved on ethical grounds by the University of Saskatchewan Behavioural Research Ethics Board. Any questions regarding your rights as a participant may be addressed to that committee through the Research Ethics Office: ethics.office@usask.ca; 306-966-2975; out of town participants may call toll free 1-888-966-2975.

Signed Consent:
Your signature below indicates that you have read and understand the description provided.

I have had an opportunity to ask questions and my questions have been answered. I consent to participate in the research project. I have retained a copy of this consent form for my records.

Name of Participant (Printed Name)	*Signature*	*Date*

Researcher's Signature	*Date*

Oral Consent:
Given the remote collection of data, the participants are given the option of providing oral consent, to ease the burden of participation. The participants have retained a copy of this consent form for their records.

I read and explained this consent form to the participant before receiving the participant's consent, and the participant had knowledge of its contents and appeared to understand it.

Name of Participant	*Researcher's Signature*	*Date*

Please retain a copy of this consent form. The researchers will also retain a copy

The risk of this research appears minimal as there is no intention to gather data on lived experiences related to sexual violence.

Appendix F: Transcript Release Form

UNIVERSITY OF SASKATCHEWAN

Transcript Release Form

Research Title: Student Perspectives on Sexual Violence Interventions and Preventions in Institutions of Higher Education

I, _____, have reviewed the complete transcript of my personal interview in this research, and have been provided with the opportunity to add, alter, or delete information from the transcript as appropriate. I acknowledge that the transcript accurately reflects what I said in my personal interview with Mengge Wu. I hereby authorize the release of this transcript to Mengge Wu to be used in the manner described in the Consent Form. I have received a copy of this Transcript Release From for my own records.

Name of Participant (Printed Name)	*Signature*	*Date*

Researcher's Signature	*Date*

Appendix G: Documents Used in Document Analysis

To protect the confidentiality of the CRU, document names have been pseudo named, links that could locate them on the CRU website have been removed.

Canadian Research University. (n.d.a). *Discrimination and harassment prevention.*

Canadian Research University. (n.d.b). *Making a formal complaint of sexual violence.*

Canadian Research University. (n.d.c). *Policy procedures on discrimination and harassment.*

Canadian Research University. (n.d.d). *Reporting sexual violence.*

Canadian Research University. (n.d.e). *Residence related documents regarding sexual violence prevention.*

Canadian Research University. (n.d.f). *Safety.*

Canadian Research University. (n.d.g) *Seek help and support after experiencing sexual violence.*

Canadian Research University. (n.d.h). *Self-help articles.*

Canadian Research University. (n.d.i). *Sexual assault educate yourself.*

Canadian Research University. (n.d.j). *Sexual assault procedures.*

Canadian Research University. (n.d.k). *Sexual violence prevention and response.*

Canadian Research University. (n.d.l). *The province employment act.*

Canadian Research University. (1995). *The university act.*

Canadian Research University. (1998, December 1). *Discrimination and harassment prevention policy.*

Canadian Research University. (2000, June 23). *Violence prevention policy.*

Canadian Research University. (2014a, July 29). *Safe disclosure policy.*

Canadian Research University. (2014b, November 21). *Sexual assault prevention and response at the university.*

Canadian Research University. (2015a, September 21). *Sexual assault awareness week at the university.*

Canadian Research University. (2015b, December 14). *Sexual assault prevention policy*.

Canadian Research University. (2016a). *The standard of student conduct in non-academic matters.*

Canadian Research University. (2016b, September 26). *Sexual assault awareness week launches.*

Canadian Research University. (2017, September 8). *University begin bystander intervention training.*

Canadian Research University. (2018a, February 2). *Expert to speak at the university on rape and sexual harassment.*

Canadian Research University. (2018b, April 21). *Assistive guide in the adjudication of allegations of sexual assault.*

Canadian Research University. (2018c, September 10). *Sexual assault awareness week.*

Canadian Research University. (2019, September). *Sexual assault awareness.*

Canadian Research University. (2020a, January 23). *Changing campus culture: Evaluating sexual violence prevention programming on campus.*

Canadian Research University. (2020b, February 25). *Bringing in the bystander.*

Canadian Research University. (2020c, May 5). *Sexual assault services of province baseline study.*

Canadian Research University. (2020d, August 19). *#MeToo movement needs to be more inclusive - University study.*

Canadian Research University. (2020e, September 21 - 25,). *Sexual violence awareness week.*

Canadian Research University. (2020f, October 14). *Lunch and learn - Launch of sexual violence prevention and response online learning modules.*

Canadian Research University. (2020g, October 15). *Sexual violence prevention and response training released for university community.*

Canadian Research University. (2020h, November 24). *Bringing in the bystander*.